

JUNIOR COURSE FOR INDIAN BOYS

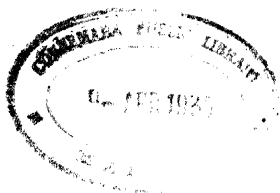
PROGRESSIVE PRACTICE BOOK
IN
ENGLISH COMPOSITION
ORAL AND WRITTEN

BY

PERCIVAL CHRISTOPHER WREN
M. A. (OXON.), I.E.S.

ASSISTANT DIRECTOR OF PUBLIC INSTRUCTION, BOMBAY
AUTHOR OF "THE INDIAN TEACHER'S GUIDE"
"INDIAN SCHOOL ORGANISATION," ETC.

TENTH EDITION



BOMBAY
K. & J. COOPER
EDUCATIONAL PUBLISHERS

NOTE

The author of this book, has no interest whatsoever in its sale.

All Rights reserved by the Publishers

THE ATHENÆUM PRESS

GRANT ROAD - BOMBAY

NOTE TO THE FOURTH EDITION.

Prejudices die hard; and the old type of the schoolmaster who insists upon teaching a living language through its dry-as-dust rules of Grammar is not as yet quite extinct. But it augurs well for the future teaching of English in our secondary schools that at least a part of the time formerly wasted on lessons of formal Grammar is now devoted to Composition proper — *i. e.*, to practice in speaking and writing simple correct English. How far this little class-book has helped in this direction one cannot say, but it is now generally admitted that in the past schoolmasters were greatly hampered in their work for want of a book suited to the requirements of their pupils, and that the publication of this book adequately filled that gap.

PREFACE TO THE THIRD EDITION.

English Composition is perhaps the most neglected subject in our school curriculum. While a totally disproportionate amount of time is devoted to formal Grammar, practical lessons in Composition occupy a subordinate position in the scheme of teaching English to Indian boys. Nor is this teaching in any sense systematic. To quote from the Preface to the First Edition of this book:—

“The teaching of English Composition needs systematising at once. It is useless to expect either good speech or good writing from boys whose ‘teaching’ has consisted in hearing stories and reproducing them while hot in the memory, and in learning essays by heart.

“Composition must be largely oral, and must be a matter of practice and correction, from the simple (spoken) sentence to the abstruse (written) essay.

“It must precede and not follow Grammar.

“English Composition should begin when English begins, and the story and essay stages should be the *final* marches of a very long

journey, and not the whole thing in themselves. You cannot *begin* with stories and end with essays, unless such results are desired as are at present obtained in the Matriculation and School Final Examinations.

"Not five per cent. of the candidates at these examinations do even fair essays, save when they get a subject on which they have learnt one by heart -- and then the results are far *too* fair. Nor, as a rule, can they speak a dozen consecutive words correctly."

This work aims at supplying a class-book of English Composition written on approved modern lines *for the special use of Indian boys*. It is no disparagement to the merits of many good manuals of English Composition prepared for boys whose mother-tongue is English, to observe that they are not, and cannot be, suitable for pupils who study English as a foreign language. In the past, Indian teachers had perforce to use text-books published in England for a different class of learners, and the results obtained with such books were far from satisfactory. Quite naturally, therefore, the treatment of the various topics of English Composition as given in this book, has met with the approval of schoolmasters all over the country, as attested by the rapid sale of two editions within a short time of its publication.

In order to get full advantage from the use of this book, it is necessary that each pupil should be provided with a copy of it and use it personally. This alone will make it possible (in these days of over-burdened time-tables) for the teacher to take his pupils through the whole of the book in a systematic manner, and to ensure a regular training in working out the copious exercises (both oral and written) provided in the book. There is absolutely no danger of pupils misusing it as a cram-book, for the simple reason that this is not possible in the case of a book, such as this, written for use under the guidance, and with the help, of the teacher.

As its title indicates, this book is written on a progressive plan suited to the courses of all the high school standards, and contains graduated lessons on English Composition, adapted to the actual conditions and attainments of Indian pupils. The earlier chapters deal with the simplest forms of the sentence and proceed by easy steps to the construction of the enlarged simple sentence and the easy compound and complex sentences. The pupil is then shown

the *practical* use of these sentences in holding conversation on common objects and ordinary topics within his experience and in writing short stories, familiar letters, and simple essays, as also in explaining and paraphrasing short unseen passages of various grades of difficulty.

STORY-WRITING. In Story-writing, pupils are led very gradually to that stage where they may be reasonably expected to reproduce a short story in their own words. Nearly all the (one hundred) short stories are *specially adapted to Indian use*, on account of their Indian colouring and the simple language in which they are written. These stories also contain "some sufficiently obvious point or simple moral," - the absence of which is noticeable in the usual "Stories for Reproduction."

The two chapters which follow are meant to provide additional exercise of a somewhat different nature, the pupils being required at this stage "to expand a short story where there is scope for a little imagination and to contract a long one when there is room for judgment."

LETTER-WRITING. The chapter on Letter-writing, which precedes that on Essay-writing, is provided with a larger number, and a greater variety, of suitable exercises than are usually to be found. Instead of giving elaborate instructions about the arrangements of the different parts of a letter, the boys are furnished with a model letter in script, and then left to the guidance of the teacher.

ESSAY-WRITING. The difficult subject of Essay-writing has not hitherto been given the close attention which its importance demands. The teacher will be able to secure better results in this subject than he does at present, provided he carries his boys gradually through the various stages indicated in Part II. Chapter VII. of this book. The subjects are varied, but not of a type unfamiliar to the young learner. The Outlines are designed to provide the boys with *facts*. They are advisedly meagre, but just sufficient to provide materials for short essays of from 20 to 30 lines. In some instances they are little more than Hints or Headings, designed to set the boy thinking, but in no case are these "points" of an unusual or unfamiliar character.

PARAPHRASING. A few simple practical suggestions on "How to paraphrase" precede seven sets of graded exercises, containing passages which are generally short and not so difficult as to discourage any honest attempt on the part of the pupil to explain or paraphrase them. The exercise in "unseens," which now occupies such a prominent place in the General English paper of Indian Universities, should not be made absurd or impossible for school-boys by its requiring them to give the general purport of, or to turn into prose, passages from Shakespeare and Milton, in many cases difficult of comprehension even by senior English boys.

Reference may here be briefly made to certain other special features of the book. An exhaustive treatment of Interrogative and Negative sentences is given on account of the difficulties experienced by Indian boys in their use. Chapter IX.* (Part I.) on Correct English marks a departure from the usual chapter on *Incorrect English*. When the incorrect sentence is given with the correct one, it is highly probable that the pupil remembers the *incorrect* usage. "When young learners go wrong it is because they have not had sufficient practice in what is right." The value of SYNTHESIS in the teaching of English Composition accounts for the large space devoted to it in Part I. Here again the treatment will be found to be fresh and stimulating.

Finally, it may be mentioned that great pains have been bestowed throughout the book in framing suitable exercises of a varied and interesting type at every stage of the pupil's work. Many of these exercises are intended for oral work in its various forms, and will, it is hoped, appeal to teachers who use this book.

It is gratifying to note that the book is now widely adopted as a text-book in high schools throughout India and Burma, and appears to be appreciated as a practical manual of English suited to the requirements of the new regulations of the Matriculation, School-Final, and School-Leaving Examinations.

P. C. WREN

POONA, 1912.

* It will be a good plan for the teacher, while correcting mistakes in Composition exercises, to refer the pupil to the corresponding correct sentences given in this chapter, in which is incorporated as much Grammar as bears upon the correct use of the language.

CONTENTS.

PART I.

CHAPTER	PAGE
I. THE FORMATION OF SIMPLE SENTENCES ...	1 17
Simple Sentence	3
Subject and Predicate	3
Oral Exercises 1-3	4
Subject, Predicate, Object	6
Oral Exercises 4-7	6
Enlargement of the Subject	7
Oral Exercises 8-9	8
Enlargement of the Object	11
Oral Exercises 10-11... ..	12
Extension of the Predicate	13
Oral Exercises 12-13... ..	14
Verbs of Incomplete Predication: Complements ...	16
Oral Exercises 14-15... ..	16
II. ANALYSIS OF SIMPLE SENTENCES	18 21
Exercise 16	19
III. FORMATION OF SENTENCES (<i>Continued.</i>) ...	22 27
Negative Sentences	22
Oral Exercise 17	23
Double Negative	23
Exercise 18 for study	24
Interrogative Sentences	24
Exercise 19 for study	24
Oral Exercise 20	25
Question and Answer: Negative-Interrogative Sen- tences	26
Oral Exercise 21	27
Exclamatory Sentences	27
Exercise 22 for study and comparison	27

CHAPTER	PAGE
IV. SYNTHESIS	28-38
Combination of Simple Sentences by the use of "and," "as well as," "not only...but also," "or," "either...or," "neither...nor," and "else or otherwise"	28
Oral Exercise 23	29
Combination of Simple Sentences by the use of "but," "still or yet," "though or although," "if or unless," "therefore or so," and "because or since" ...	31
Oral Exercise 24	32
Combination of Simple Sentences by the use of "than" and "as ...as"	34
Oral Exercise 25	34
Combination of Simple Sentences by the use of "when," "as soon as," "after," "since," "until," etc.	35
Oral Exercise 26	36
Combination of Simple Sentences by the use of "who," "whom," "whose," "which," and "where"	37
Oral Exercise 27	38
V. SYNTHESIS (<i>Continued.</i>)	39 51
Combination of Simple Sentences by the use of nouns or phrases in apposition, or participles, preposi- tions, etc.	39
Oral Exercise 28	40
Combination of Simple Sentences. Miscellaneous Examples	42
Miscellaneous Exercise 29 (100 sets of sentences)	42
Combination of Simple Sentences: Re-writing of Stories in a readable form. Model	48
Exercise 30	49
VI. ORAL COMPOSITION AND CONVERSATION...	52-69
Practice in the Formation of Sentences	52
Oral Exercise 31	52

CONTENTS.

xi

CHAPTER	PAGE
Conversation on	
(i) Common objects. (A ball, a piece of chalk, a clock or watch, etc.)... ..	52
(ii) Pictures. (A palm-tree, an elephant, a camel, etc.)	54
(iii) Surroundings. (The home, the street, the class-room, etc.)	56
(iv) Games. (Cricket, football, hockey, etc.)	58
(v) Trades and Professions. (The sailor, the soldier, the lawyer, etc.)	59
General Conversational Questions	61
Oral Exercises 32-3... ..	61
Written Conversation. Models... ..	67
Exercise 32a	68
VII. DIRECT AND INDIRECT QUOTATIONS... ..	70 78
Sixteen Examples for careful study	71
Observations	73
Oral Exercises 34-6... ..	75
Exercises 37-8	77
VIII. PUNCTUATION, CAPITAL LETTERS, ETC.	79 84
The Comma	80
Exercise 39	80
The Semicolon, the Full Stop, etc.	81
Capital Letters	81
Division of Words and Syllables	82
Exercise 40	82
Spelling	82
Exercises 41-42	83
IX. CORRECT ENGLISH	85-110
Section I. Necessary Grammatical Rules bearing on English Composition (with illustrative sentences)	85
Agreement of Subject and Verb... ..	85
Case of Pronouns after "than" or "as"... ..	86
Case after "to be"	86
A or An	87
Repetition of Articles	87
Distributives... ..	87

CHAPTER	PAGE
Relative and Interrogative Pronouns	88
Use of Tenses	89
Sequence of Tenses	89
Shall and Will	90
Participles	90
Adjectives: Comparison	91
"Other" after Comparatives	91
Since, For; Before, In, Within; Ago	91
Very, Much	92
Section II. Exercise 43 containing 10 sets of correct sentences for study	93
Section III. Oral Exercise 44 containing 5 sets of sentences for filling up blanks	98
Section IV. The Order of Words and Phrases ...	101
Exercise 45	101
The position of "only"	101
Exercise 46	101
The position of "not only" and "neither" ...	101
The Order of Words	101
The Position of Qualifying Phrases	102
Exercise 47	102
Section V. Appropriate Prepositions	103
Oral Exercise 48 containing 16 sets of sentences for repetition	103
Exercise 49 for careful study	109
APPENDIX	111 115
Exercise 50 for repetition. Singular and Plural of Nouns	111
Exercise 51 for repetition. Masculine and Feminine of Nouns	111
Exercise 52 for repetition. Degrees of Comparison of Adjectives and Adverbs	112
Exercise 53 for repetition. Present and Past Tense and Past Participle of Verbs	112

PART II.

CHAPTER	PAGE
I. STORY-WRITING	119-126
First Stage	119
Oral Exercise 1 containing questions on 14	
Stories	120
Second Stage	123
Exercise 2 containing Outlines of 15 Stories	123
II. STORY-WRITING (<i>Continued.</i>)	127-163
Third Stage. Three Methods	127
One Hundred Short Stories (mainly Indian) for	
Reproduction	128
Exercise 3	163
III. STORY-WRITING (<i>Continued.</i>)	164-167
Fourth Stage	164
Stories in Outline	165
Exercise 4 containing 15 "Stories in Outline"	
for writing in a readable and enlarged form	165
IV. STORIES FOR ABSTRACT-MAKING. Model	168-175
Exercise 5 containing 8 Stories	169
V. STORIES IN VERSE	176-184
Two Models reproducing Substance	176
Exercise 6 containing 4 "Stories in Verse"	
for reproducing substance in prose	180
VI. LETTER-WRITING	185-203
Style in Letters	185
The Salutation and the Ending	185
Letter in Script showing the arrangement of the	
different parts of a letter	186
Specimen Letter. (Acknowledging a Gift of Books.)	187
Exercise 7. Outlines of letters to Relations	188
Specimen Letter. (To a Friend who is absent.)	188
Exercise 8. Outlines of letters to Friends	189
Specimen Letter. (Describing a School.)	190
Exercise 9. Outlines of letters relating to	
School-life	191

CHAPTER	PAGE
Specimen Letter. (Giving an Account of a Prize Distribution.)... ..	192
Specimen Letter. (Describing a Cricket Match.)	193
Exercise 10. Outlines of letters relating to Sports, etc.	194
Specimen Letter. (Giving an Account of a Lecture.)	194
Exercise 11. Outlines of letters on Miscellaneous Subjects... ..	195
Specimen Letter. (Asking for a Testimonial.) ...	195
Exercise 12. Outlines of letters from the Pupil to his Teacher	196
Specimen Letter. (First Impressions of Bombay.)	196
Specimen Letter. (Describing a Railway Journey.)	197
Exercise 13. Miscellaneous Subjects	198
Specimen Letter. (Application for a Clerkship.) ...	199
Exercise 14. Replies to Advertisements ...	199
Specimen Letter. (Ordering Goods.)	200
Exercise 15. (Ordering out Articles.) ...	200
How to Address an Envelope	201
Five Specimen Addresses in Script	201
Exercise 16	203
 VII. ESSAY-WRITING. Models, Outlines and Hints ...	204-235
Eight Progressive Stages. Outline of Scheme ...	204
General Rules to be observed	205
Outlines developed into short Essays (The Donkey, The Ant.)	206
Outlines and Hints for short Essays on Common Objects... ..	207
Exercise 17	210
Outlines developed into a short Essay (Rice and Wheat.)... ..	210
Outlines and Hints for short Essays on Common Objects... ..	211
Exercise 18	212
Outlines developed into a short Essay (Iron.) ...	213
Outlines and Hints for short Essays on Common Objects... ..	213
Exercise 19	214

CONTENTS.

xv

CHAPTER	PAGE
Outlines developed into a short Essay (Water.) ...	214
Outlines and Hints for short Essays on Natural Objects	215
Exercise 20	217
Outlines developed into short Essays (The Balloon, the Bicycle.)	217
Outlines and Hints for short Descriptive Essays	218
Exercise 21	220
Outlines developed into a short Essay (The Postman.)	220
Outlines and Hints for short Descriptive Essays ...	221
Exercise 22	221
Outlines developed into a short Essay (Asoka.) ...	222
Outlines and Hints for short Narrative and Des- criptive Essays	222
Exercise 23	223
Hints for short Descriptive Essays	224
Exercise 24	224
Outlines developed into short Essays (Politeness, Idleness, Contentment.)	224
Outlines and Hints for short Essays on Abstract Subjects	225
Exercise 25	230
Outlines developed into short Essays (Sugar, Clothing.)	231
Outlines and Hints for short Essays on Miscella- neous Subjects	231
Exercise 26	235
VIII. PARAPHRASING	236
Preliminary Remarks	236
How to Paraphrase: Hints and Directions	236
Exercise 27	237
Exercise 28	240
Exercise 29	243
Exercise 30	246
Exercise 31 (Prose passages.)	252
Exercise 32	255
Miscellaneous Exercise 33	256

PART I.

SENTENCE-FORMING.

ANALYSIS.

SYNTHESIS.

ORAL COMPOSITION AND CONVERSATION.

DIRECT AND INDIRECT QUOTATION.

PUNCTUATION, ETC.

CORRECT ENGLISH.

CHAPTER I.

THE FORMATION OF SIMPLE SENTENCES.

1. When one person speaks to another he or she uses one or more sentences. A sentence is a set of words so placed as to make complete sense. When the sentence contains only the finite verb it is called a **Simple Sentence**. There might be only one word in the sentence or there might be many words, but there *must* be a verb. If I give an order to a servant, such as "Come!", "Go!", "Stay!", "Answer!", in one word, I have used a Simple Sentence; or, if I say "Upon a very wet and windy day during the monsoon I saw a poor beggar sitting in the mud by the road side in Bombay" I have still used a simple sentence because I have only used one finite verb.

2. We cannot make sense without a verb, and as the verb is the "doing" word, (the word which shows what was done *by* someone or something, or what was done *to* someone or something, or the state in which someone or something *exists*) it is clear that we must have another word (either said or understood) which tells who did the action, or to whom the action was done, or who exists.

3. So every sentence must have at least two parts, and we call the person or thing spoken about, the **Subject**, and we call the other part that tells us what the subject did, or what was done to it, the **Predicate**. The Simple Sentence *must* have these two parts and it *may* have several others.

Let us take the verb "to eat" for our Predicate. If we say "Rama eats" we have a Simple Sentence of which Rama is the Subject because something is said about Rama, and of which "eats" is the Predicate because it tells us what Rama does.

If we say "Bread is eaten" we have a Simple Sentence of which "bread" is the subject because something is said about bread, and of which "is eaten" is the Predicate because it tells us what is done to the bread.

Exercise 1.

Let Class pick out the Subjects and Predicates written or understood, of the following sentences, orally —

- | | |
|-----------------------------|----------------------------|
| 1. Men speak. | 2. Horses run |
| 3. John reads. | 4. Dogs bark |
| 5. Birds sing. | 6. Edward is reading. |
| 7. Boys came. | 8. Cattle are grazing. |
| 9. Pigs grunted. | 10. Cats will mew |
| 11. The goats are bleating. | 12. Birds have sung. |
| 13. Richard has come. | 14. Fishes have swum. |
| 15. Horses were neighing. | 16. A girl is singing. |
| 17. Soldiers shouted. | 18. Children were playing. |
| 19. They died. | 20. You were jumping. |
| 21. He came. | 22. Everybody heard. |
| 23. I have slept. | 24. He is talking. |
| 25. You did. | 26. Said he. |
| 27. Spoke Horatius. | 28. Go! |
| 29. Replied Krishna. | 30. Read! |

Exercise 2.

Let Class supply Predicates (of different tenses) to the following subjects orally:—

- | | |
|-------------------|-----------------|
| 1. Baby —. | 2. Babies —. |
| 3. Stars —. | 4. Lions —. |
| 5. Shopkeepers —. | 6. Policemen —. |
| 7. Thieves —. | 8. The ear —. |
| 9. Rama —. | 10. A house —. |
| 11. An owl —. | 12. Trees —. |
| 13. Frogs —. | 14. Children —. |

- | | |
|------------------|------------------|
| 15. A ship —. | 16. The master — |
| 17. Asses —. | 18. I —. |
| 19. A boatman —. | 20. Clouds —. |
| 21. Winds —. | 22. Coolies —. |
| 23. We —. | 24. A soldier — |
| 25. Bees —. | 26. You —. |
| 27. Eyes —. | 28. He —. |
| 29. Engines —. | 30. Thou —. |
| 31. Someone —. | 32. Many —. |
| 33. A tailor —. | 34. The mind — |
| 35. Things —. | 36. A cock —. |
| 37. Clocks —. | 38. Pupils —. |
| 39. They —. | 40. Windows — |
| 41. Nobody —. | 42. Women —. |
| 43. All —. | 44. The sun —. |
| 45. Pictures —. | |

Exercise 3.

Let Class supply Subjects (some noun or pronoun) to the following predicates orally :—

- | | |
|----------------------|-------------------------|
| 1. — jump. | 2. — reads. |
| 3. — is speaking. | 4. — are crying. |
| 5. — ran. | 6. — talk. |
| 7. — shall stand. | 8. — was walking. |
| 9. — have danced. | 10. — was shot. |
| 11. — are coming. | 12. — were punished. |
| 13. — will play. | 14. — has been raining. |
| 15. — is setting. | 16. — flows. |
| 17. — have sung. | 18. — has flowed. |
| 19. — has flown. | 20. — will die. |
| 21. — is rising. | 22. — were written. |
| 23. — is grazing. | 24. — froze. |
| 25. — have grazed. | 26. — were working. |
| 27. — was frightened | 28. — are drowned. |
| 29. — escaped. | 30. — bites. |
| 31. — shave. | 32. — are lying. |
| 33. — washes. | 34. — are galloping. |
| 35. — lie. | 36. — lay. |

4. There is a class of verbs, however, called **Transitive Verbs**, which cannot stand alone with the Subject. They require an Object to complete the sense. Thus if I say to you "I saw " and then stop, you will say "Well, what did you see?" because the sentence is incomplete. If I say "I killed " you want to hear what it was I killed, because the statement is unfinished. Thus the Simple Sentence may consist of Subject Predicate and Object. The **Object** is the sufferer of the action.

Exercise 4

Let Class pick out the Objects in the following sentences orally

- | | |
|--|---------------------------------|
| 1. Mice fear cats. | 2. Edward threw a stone. |
| 3. We saw you | 4. Boys are playing football |
| 5. Birds eat seeds. | 6. All want money. |
| 7. The sun gives light | 8. I am writing a letter |
| 9. Soldiers fight battles | 10. They have won prizes |
| 11. I received a book. | 12. A dog bit me |
| 13. You saw us | 14. James has broken the slate. |
| 15. Farmers are ploughing
the fields. | 16. Bring the book. |
| 17. Ice cools water. | 18. Answer me. |
| 19. Mend the pencil | 20. Did you see him? |

Exercise 5

Let Class supply Objects to the following predicates orally

- | | |
|-------------------------------|----------------------|
| 1. Cats catch —. | 2. Masons build —. |
| 3. Cows give —. | 4. Sheep eat —. |
| 5. Parents love —. | 6. Teachers help —. |
| 7. The postman has brought —. | 8. He earns —. |
| 9. Rama bought —. | 10. I like —. |
| 11. Crows are making —. | 12. Carts carried —. |
| 13. Priests have written —. | 14. I found —. |
| 15. Wolves kill —. | 16. He took —. |
| 17. Milk pleases —. | 18. Food gives —. |
| 19. Temples contain —. | 20. Shut —. |
| 21. The sailor rows —. | 22. Obey —. |
| 23. Authors write —. | 24. Ring —. |

CH. I.] THE FORMATION OF SIMPLE SENTENCES

Exercise 6.

Let Class supply Predicates orally

- | | |
|------------------------------|-------------------------------|
| 1. Booksellers — books. | 2. The servant — the house. |
| 3. The girl — a story. | 4. Cats — milk. |
| 5. Mary — the cow. | 6. The policeman — the thief. |
| 7. The snake — the gardener. | 8. Postmen — letters. |
| 9. The tiger — the child. | 10. The teacher — the boy. |
| 11. The tailor — clothes. | 12. — the inkstand |

Exercise 7

Let Class supply Subjects orally

- | | |
|-----------------------------------|----------------------------|
| 1. — print books. | 2. has sowed seeds. |
| 3. — like honey. | 4. shot a wolf. |
| 5. — are ploughing fields. | 6. eat grass |
| 7. — is making a table. | 8. stole money. |
| 9. — love children. | 10. love dancing. |
| 11. — have finished their lessons | 12. has cured the patient. |

5. Further, the Subject, Predicate and Object may (any or all of them) be enlarged by descriptive words or *adjuncts* which describe the Subject or Object, or show how, when or where, the action told by the Predicate was done.

6. If I say "Men work," the Subject "men" has no word which describes it, but if I say "Wise men work" the Subject is now enlarged and the adjective "wise" is called the **Enlargement of the Subject**.

7. The Enlargement of the Subject may consist of one word only, or of many words. Thus I can enlarge the Subject "men" in the sentence "Men work" into "Those | men work," "All wise | men work," "All those very wise | men work," "All the wise | men | in this place | work," "The | men | having wives and females to support | work," and so on. All the added words which describe the men are adjuncts or Enlargements of the Subject.

In the following sentences, the words printed in *italics* are the Enlargements of the Subject:—

- (a) { *Cruel* men are hated.
 { *That* boy likes to play all the time
- (b) { Buddha, *the founder of the Buddhist religion*,
 lived in the sixth century before Christ.
 { Michael Angelo, *the great painter*, lived in the
 fifteenth century.
 { I, *Sorab*, have written it with my own hand.
- (c) { *Robert's* friends were present.
 { *Our* opinion is the same.
- (d) *The man of wealth* should help the poor.
- (e) { Napoleon, *having conquered the Prussians*,
 marched straight into Austria.
 { *Attacked by the tiger*, he screamed for help.
- (f) *His desire to learn* is great.
- (g) { *The poor sick old* man is dead
 { *The owner of the farm, having returned from a*
 long holiday, is hard at work once more.

Exercise 8.

Let Class pick out the Enlargements of the Subject in each of the following sentences orally:—

1. Wise parents punish.
2. A furious storm upset the boat.
3. The old man is dead.
4. This snake bit the gardener.
5. William the Conqueror died in 1087.
6. My brother Rustum has gone to England.
7. Many men rushed upon the thief.
8. A strange tale was told.
9. The king's body was placed in a costly coffin.
10. His friend lives near my house.
11. A boy of great intelligence is envied by everyone.
12. Dancing round the maypole was an old English sport.
13. The kind father loves his children.
14. Her singing delighted the other ladies.

15. The boy, having*worked his sum, brought it to me.
16. Having been awake all the night, he felt very sleepy.
17. The father of a family of fifteen children needs to have a good income.
18. The boat, struck by a great wave, sank.
19. A cool breeze from the sea is refreshing.
20. The dog, seizing the man by the collar, dragged him out.
21. My brother's book is stolen.
22. The early hours of the morning are cool.
23. The sun, shining like a red ball of fire through the mist, rose at 6 o'clock.
24. Cicero, the orator, wrote many books.
25. The title of the Protector was bestowed on Cromwell.
26. The king, murdered in his own castle, was buried privately.
27. The hour to prepare lessons has arrived.
28. An attempt to kill the king was unsuccessful.
29. A good and industrious boy is greatly liked.
30. The cool air of the sea had a great effect on his health.
31. The little child, tired of play, is sleeping.
32. Our endeavours to educate the Indians have been great.
33. The two handsome brothers, Rama and Krishna, were great friends.
34. That sword, hanging on the wall, belonged to his grandfather.
35. These books, the property of my friend, are left here.
36. An earnest effort to educate Indian women must be made.
37. The young child, badly fed and quite naked, soon died.
38. A wise boy, on finishing his play, will sit down to study again.
39. The brave British soldier of the Royal Artillery, struck by the bullet, fell dead.
40. A heavy shower of rain, accompanied by thunder and lightning, falling over the district, flooded the village.
41. The three clever boys of the Matriculation class, John, Edward and William respectively aged 16, 18, and 17 years, wishing to get through their examination, worked hard.

Exercise 9.

(i) *Let Class enlarge the Subject orally after the manner shown in (a) :—*

1. —boys study.
2. —horses gallop.
3. —winter has set in.
4. —smell is injurious to health.

5. soldiers do not run away.
6. - mountains are called volcanoes.
7. - boys are punished.
8. boy must get more marks
9. - traveller enjoyed sound sleep.
10. wind took the roof off the house.

(ii) *Let Class enlarge the Subject orally after the manner shown in (b)*

1. He, —, told me so.
2. Akbar, —, loved justice.
3. Victoria, —, reigned for 64 years.
4. Wellington, —, defeated Napoleon at the battle of Waterloo.
5. Columbus, —, sailed over every ocean of the known world.
6. Shakespeare, —, wrote the Merchant of Venice.
7. Alexander, —, conquered nearly the whole world.
8. My friend, —, met me on the road

(iii) *Let Class enlarge the Subject orally after the manner shown in (c)*

1. — orders must be obeyed
2. — cars are long.
3. — father died two years ago.
4. — novels are of great interest.
5. — claws are sharp.
6. — policy was to befriend the Hindus and the Mahommedans.
7. — tusks furnish us with ivory.
8. — reign is the longest in English history.

(iv) *Let Class enlarge the Subject orally after the manner shown in (d)*

1. Showers — will prevent famine.
2. Walking — is good for the health.
3. A word — might have saved the foolish young man.
4. A flock — went by me.
5. A hedge — prevented the cattle from eating the plants.
6. Waves — rose during the storm.
7. The man — should educate the ignorant.

(v) Let Class enlarge the Subject orally after the manner shown in (e) :—

1. The dog,—, saw himself in the water.
2. A telegram,—, is disliked.
3. The people,—, rose against the tyrant.
4. The coolies,—, went home quite fatigued.
5. —, he sat down to rest.
6. —, the student felt ashamed before his school-fellows.
7. The letter,—, made the father feel proud of his son.
8. A packet,—, was given away as the first prize.

8. In the same way, if I say "I saw people" the Object "people" has no word which describes it. But if I say "I saw many people" the Object is now enlarged, and the adjective "many" is called the **Enlargement of the Object**.

9. This Enlargement of the Object may again consist of one word only or of many words. Thus I can enlarge the Object "boys" in the sentence "I like boys" into "I like *these* | boys," "I like *these very good* | boys" or "I like *all the good hardworking* | boys | *in this school*," and so on. All the added words which describe the boys are adjuncts or Enlargements of the Object.

In the following sentences the words printed in italics form the Enlargements of the Object :—

- (a) I like *ripe* mangoes.
- (b) The other day I met *our* friend, *Dadiba*.
- (c) I have seen *Robert's* house.
- (d) He threw a vessel *of boiling water* at the panther.
- (e) I have just received a letter *addressed to you*.
- (f) She had the goodness *to offer me a seat*.
- (g) I found the poor ill-clad boy *sitting under a tree, with a piece of stale bread in his hand*.

Exercise 10.

Let Class pick out the Enlargements of the Object in each of the following sentences orally :—

1. I shot a roaring lion.
2. Rama broke the glass window.
3. I know Mr. Edwards, the Collector.
4. He seized the driver's hand.
5. The servant dusted every room.
6. The carpenter sharpens his tools.
7. He recited a poem about the Queen's Jubilee.
8. He likes beans cooked in butter.
9. I hear you talking.
10. I know this boy.
11. The accused must accept the judge's decision.
12. The engineer built a bridge of pukka brick with steel girders and stone pillars.
13. I have an ambition to be a wealthy merchant.
14. He wrote a fine large book of travel and adventure.
15. Many people admire the lion, the king of animals.
16. He saw a baby with very little clothing playing in the mud.
17. The crocodile seized the beautiful daughter of the headman of the village.
18. We use books written to help us in our tasks.
19. The lecturer had much to say on the interesting subject of Female Education.
20. An accident happened to Mr. Jones, one of the assistant teachers in the English High School of Poona.
21. He spent many years in studying English.
22. The chowkidar gave evidence against the thief caught by him a few days ago.
23. I remember the kind words spoken to me by my kind teacher.
24. The Collector was riding a big horse with a long mane and a tail.
25. She plucked the red roses growing in abundance in her garden.
26. They found an old ruined temple in the jungle, built in honour of some god.
27. He is working a difficult sum in Arithmetic, set by his teacher.
28. I drove my friend's four-seated motor-car, recently bought by him in Bombay.
29. The teacher dictated some important questions in History to his pupils, to be carefully studied by them for their examination.
30. Yesterday I received three books, *Ivanhoe*, *Kenilworth* and *The Talisman*, all novels written by Sir Walter Scott.

Exercise 11.

Let Class enlarge the Object orally after any one of the ways shown above (so as to make good sense) :—

1. The crow has —— wings.
2. Parents love —— children.
3. They clapped —— hands.
4. Nobody likes —— boys.
5. All admired —— speech.
6. I heard the ringing ——.
7. My friend caught —— parrot.
8. Two Englishmen ascended Mount Everest, ——.
9. I saluted Mr. Banerjee, ——.
10. The flood has destroyed —— huts.
11. The teacher punished the boy ——.
12. I have no money ——.
13. The police found the watch ——.
14. He had the courage ——.
15. The constable caught the thief ——.
16. I have hardly the time ——.
17. The father punished —— son ——.
18. The child wanted —— horse ——.
19. He bought —— watch ——.
20. The elephant saw —— tailor, ——.

10. In the same way the Predicate may be enlarged by some word showing how, when, where or why, the action was performed. Thus if I say “He ran” I do not say whether he ran fast, or when he ran, or where he ran or why he ran. But if I say “He ran quickly” the Predicate is enlarged and the adverb *quickly* is called the Enlargement of the Predicate, or, more often, the **Extension of the Predicate**.

11. This Extension may also consist of one word only or of several words. Thus I can extend the Predicate “ran” in the sentence “He ran” into

- (a) He ran *very fast* (showing *how* he ran).
- (b) He ran *this morning* (showing *when* he ran).
- (c) He ran *into the jungle* (showing *where* he ran).

- (d) He ran to catch a thief (showing *why* he ran).
(e) This morning he ran very fast into the jungle to catch a thief (showing *when, how, where, and why*, he ran).

Exercise 12.

Let Class pick out Extensions of the Predicate orally in each of the following sentences and state if the extensions show **how, when, where, or why** the actions are (will be, were) performed:—

1. This boy writes well.
2. Rama plays football very cleverly.
3. I get up early in the morning.
4. I saw him in the garden.
5. My friend has travelled all over the world.
6. The soldiers marched in line.
7. The warrior died bravely.
8. Always speak truthfully.
9. This soldier will fight most bravely of all.
10. The Rajah rode with great skill.
11. The sea ebbs and flows twice a day.
12. Queen Victoria reigned for more than sixty years.
13. The wind blows westwards.
14. They came home.
15. He drives with both hands.
16. The beggars waited impatiently for alms.
17. He reads the newspaper while having breakfast.
18. In the darkness of night the thief stole away.
19. The ink ran all over the desk down on to the floor.
20. He gave me back the book without thanking me at all.
21. The short man walked with quick steps.
22. Take leave of your father without fail.
23. Our school is well-known in Bombay.
24. He writes kindly and lovingly to his son every day.
25. He writes a little better now.
26. I shall go straight to Europe, next year, after passing the examination.
27. For a long time he lay senseless.
28. My friend will start shortly.
29. He drove down the road immediately at full speed.
30. The madman ran here, there and everywhere, all day long.
31. The sun stood high in the sky.

32. The Viceroy left India for England three weeks ago.
33. Never go to swim' alone.
34. They play daily in the rich man's compound when the weather is fine.
35. It rains in the Bombay Presidency all through the months of June, July and August.
36. On account of the heat of the sun the cows are lying under the banyan tree.
37. The boy passed by the graveyard at night in silent horror.
38. The holy man prayed silently with his face turned towards the sky.
39. Hearing the cry of "Fire!" the whole family came downstairs undressed.

Exercise 13.

(i) *Let Class fill up orally the blanks with words which show how the actions are (were) performed :*

1. The weary traveller sleeps
2. The hare runs ———.
3. His mother loves him ———.
4. The sun shines ———.
5. The lecturer spoke ———.
6. The disobedient boy was punished
7. The north wind blows ———.
8. Bind this book ———.
9. The patient is ——— improving.
10. The father wept ——— over his sick child.
11. The pupils listened ———.
12. The beggar thanked the rich man ———.

(ii) *Let Class fill up orally the blanks with words which show when the actions are (will be, were) performed :—*

1. I prepare my lessons ———.
2. King George V. was born ———.
3. The cock crows ———.
4. The servant will ——— return.
5. The trees become green ———.
6. Careless boys ——— make mistakes.
7. The stone building lasted ———.
8. An honest man will ——— tell a lie.
9. The magazine is published ———.
10. The patient lay awake ———.

(iii) *Let Class fill up orally the blanks (so as to make good sense) with words showing either where or why the actions are (were) performed :—*

1. My aunt lives —.
2. Tigers are met with —.
3. I went to Surat —.
4. The accused was sent —.
5. I entered the market —.
6. The blood circulates —.
7. The police have entered his house —.
8. Instead of retreating, the brave soldiers died —.

12. There are a few intransitive verbs which, although they cannot have an Object, cannot stand alone, as the sense is incomplete; so also there are some transitive verbs which require, in addition to the Object, some word or words to complete the sense. Such verbs are the verb *to be*, *to become*, *to seem*, *to feel*, *to name*, *to think*, *to call*, *to make*, *to appoint*, etc., and are called **Verbs of Incomplete Predication**.

I cannot say "Rama is," "Krishna became," "He seems," "I feel," or "The people made him,"—and be understood. To make the sense complete these verbs must have a **Complement**.

I must say "Rama is *a good boy*," "Krishna became *a clerk*," "He seems *very happy*," "I feel *ill*," "The people made him *their king*" or add some such complement to complete the sense.

Exercise 14.

Let Class pick out the Complements of the Verbs of Incomplete Predication in the following sentences orally :—

1. Rama is my friend.
2. He looks silly.
3. Rustum is a fine cricketer.
4. That man is of unsound mind.
5. The traveller seems tired.
6. The horse looks sick.
7. I shall be at your house this evening.

8. Jim grows a tall lad.
9. His father is ill at present.
10. I shall be better in a few days.
11. These three books are his.
12. That fat man seems to be rich.
13. I shall become a member of that club in a few days.
14. My friends were present at the meeting.
15. I am he
16. I have been ill since Friday last.
17. He is thought very clever.
18. He was elected President of the Congress.
19. Sakharam has been appointed captain of the football team.
20. The recent exhibition at Allahabad was a success.
21. This mango tastes sour.
22. The little girl turned pale with fear.
23. The accused appears to be innocent.
24. He called me names.
25. I consider this house too small for my family.
26. I believe him to be quite honest.

Exercise 15.

Let Class add Complements to the following Verbs of Incomplete Predication orally : —

1. He is named —.
2. London is —.
3. The sky is —.
4. The days are getting —.
5. His brother has fallen —.
6. Winter is —.
7. My favourite game is —.
8. Bombay has become —.
9. Lord Kitchener was appointed —.
10. The patient is rapidly growing —.
11. The enemy took him —.
12. John called James —.
13. The jury declared him —.
14. His bad conduct made the teacher —.
15. He considers himself —.
16. The magistrate set the prisoner —.
17. The meeting appointed Mr. Jones —.
18. The people elected him —.
- 2.

CHAPTER II.

ANALYSIS.

13. We can now make up, or break up, Simple Sentences and the best way to do either is first to think of the Predicate which expresses the action, then of the Subject which does the action, thirdly of the Object which suffers the action (in the case of a Transitive Verb) and then of the Extension of the Predicate, telling us more about the action.

14. In breaking up sentences the best form to use is the following :—

<i>Subject.</i>	<i>Enlarge- ment.</i>	<i>Predicate.</i>	<i>Object.</i>	<i>Enlarge- ment.</i>	<i>Extension.</i>
Boy	a wise	learns	lessons	all his	tho- roughly
Men	some	give	money	their	freely
Tiger	the hungry	ate	calf	the poor little	in the jungle
I	...	shall see	friend	my	to- morrow

15. The above is the **Analysis** of the sentences :—

A wise boy learns all his lessons thoroughly.

Some men give their money freely.

The hungry tiger ate the poor little calf in the jungle.

I shall see my friend to-morrow.

16. In analysing a sentence containing a Verb of Incomplete Predication we put the Complement in the Predicate.

The sentences,

My friend soon became a very busy man,

The older people there were then thought wiser men,

He was always a good boy,

would therefore be analysed thus :—

<i>Subject.</i>	<i>Enlargement.</i>	<i>Predicate.</i>	<i>Object.</i>	<i>Enlargement.</i>	<i>Extension.</i>
Friend	my	became a very busy man	soon
People	the older	were thought wiser men	then, there
He	...	was a good boy	always

Exercise 16.

Let Class analyse the following sentences :—

1. The old man left a very large sum of money.
2. I saw a very old man this morning.
3. One day a young frog saw an ox in a meadow.
4. We all ran quickly to the spot.
5. One hot day, a hungry wolf met a little lamb by the side of a brook.
6. Good and dutiful children are always loved.

7. Boys like running and jumping.
8. At what time do you go to bed?
9. Bring my book here.
10. A little child fell into a deep well.
11. Two men once saw a bear coming towards them.
12. Sorab has a clever dog called Floss.
13. While riding across the country on a bicycle, I met one of my friends.
14. One evening a man was skating on a river near his house in North America.
15. Where is the new ship?
16. The fruiterer is carrying a large basket full of ripe mangoes.
17. Did you receive the book sent by me yesterday?
18. The little boy living next door comes to our house daily.
19. Write a letter of about fifteen lines on the recent cricket match.
20. Yonder is that little bird.
21. Ganpat, the school sepoy, died yesterday.
22. Hearing the roar of a lion close at hand, the stag rushed off to the mountains.
23. The boy has forgotten the sums taught him last year.
24. A thousand years ago, very few people were able to read and write.
25. Having talked to me for a while, he left me all of a sudden.
26. I consider that man a brute.
27. You have made the water muddy.
28. At the battle of Plassey, Clive defeated the Nawab's army of 50,000 infantry, 18,000 horse and 53 guns.
29. His ambition to become a great and good man is worth imitating.
30. The accused, hearing the heavy sentence passed by the magistrate, wept loudly and bitterly.
31. Dressed in black and attended by two trusty servants, the king left the palace at night.
32. The Black Prince made John, King of France, prisoner.
33. My little child often falls ill in the rainy season.
34. One cold day in winter, a poor boy, named Dick, was seen wandering alone along the street.
35. Our little bird does not seem to be happy in its cage.
36. A maid was carrying a pail of milk on her head, intending to sell it at the market.
37. Humayun collected an army to win back his lost throne at Delhi.
38. The emperor Akbar's son, Jehangir, was fond of wine.

39. One day a number of school boys were at their lessons in an upstairs room.
40. The eldest son of Edward the Third was called the Black Prince on account of the dark colour of his armour.
41. The king went to the forest with his only son to hunt the deer.
42. Florence Nightingale went out to the Crimea with a staff of nurses to attend to the wounded soldiers.
43. At the end of the garden stands a beautiful statue carved in white marble.
44. Many years ago, William Darling, the keeper of a lighthouse, off the coast of Northumberland, saw a steamer wrecked on the rocks about a mile away.

CHAPTER III.

FORMATION OF SENTENCES. (*Continued.*)

NEGATIVE SENTENCES.

17. The following sentences illustrate the way of forming negative sentences :—

Affirmative.

Negative.

- | | |
|-------------------------------|---|
| a. He likes the parrot. | a. He <i>does not</i> like the parrot. |
| b. We did our best. | b. We <i>did not</i> (or <i>didn't*</i>) do our best. |
| c. Do it quickly. | c. <i>Do not</i> (or <i>don't*</i>) do it quickly. |
| d. I have had some tea. | d. I have <i>not</i> (or <i>haven't*</i>) had <i>any</i> tea, or, I have had <i>no</i> tea. |
| e. Tell everybody. | e. <i>Do not</i> (or <i>don't</i>) tell everybody, or, tell <i>no-body</i> . |
| f. I knew something about it. | f. I <i>did not</i> know <i>anything</i> about it, or, I knew <i>nothing</i> about it. |

* The shortened forms *don't*, *didn't*, *can't*, *won't* (will not), and others are used in conversation and must *not* be used in written composition.

Exercise 17.

Let Class make the following affirmative sentences negative (orally) : —

[Indicate any alternative forms of expressing negation.]

1. I am going away.
2. He ran slowly.
3. See me daily.
4. Chandra does his lessons well.
5. We were all there.
6. I have been writing in red ink.
7. Govind could have done it.
8. I like to write in green ink.
9. Run quickly.
10. There is milk in the jug.
11. This bad boy can be improved.
12. I told some one about you.
13. They both must go.
14. Everyone knows it.
15. I hope to show some progress this year.
16. Hari was greatly surprised at the sight.
17. You must have earned much money.
18. I must do something for that poor man.
19. All of them can read.
20. There are many boys in our school.
21. Anybody can do it.
22. We saw mangoes in the market.
23. He has brothers and sisters.
24. The thief will be found somewhere near my house.
25. Bimala is clever and hard-working.
26. His father has estates in Bombay as well as in Calcutta.

DOUBLE NEGATIVE.

18. *The Class will have already noticed that in each of the above negative sentences only **one** negative word is used. In fact, when another negative is added, the negative sentence becomes affirmative again.*

For instance, when the negative “not” is added to the negative sentence,

He is *unfit* for the work, (*Negative*)

the latter becomes affirmative; thus

He is *not unfit* for this work. (*Affirmative*)

Exercise 18

Let Class carefully study the following negative sentences —

1. I have received *no* letter *either* from my father *or* my mother.
2. I will *not* send you money *any* longer.
3. He *cannot* read *or* write.
4. I have *never* written *or* spoken to him
5. I *cannot* bear to see him suffer *any* longer
6. He *did not* wish to read the book *or* even to buy it
7. He has *not* eaten *any* food *or* drunk *any* wine for two days.
8. I *forbid* you to read this novel
9. *Not* one of his books has *ever* been printed
10. I *will not* do this *either* now *or* *ever*

INTERROGATIVE SENTENCES

Exercise 19

19. *Let Class study the following questions* (interrogative sentences) and carefully note the positions of the subject, the verb, and the object*

1. Does he like you?
2. Father, may I go to the fair?
3. Are these two boys your brothers?
4. Who struck you?
5. Whom did you see yesterday?
6. To whom does this slate belong?
7. Whose carriage do you want?
8. Which is the better one?
9. Which boy broke your slate?
10. Which of these three dogs do you like?
11. In which subject do you take most interest?
12. What will you read?
13. What books do you study?
14. What trees grow in India?
15. Of what are you thinking?
16. When do you go to bed?
17. Where can I see the manager?
18. Why did you give him your book?
19. How many boys were there on the cricket-field?
20. How much milk does this jug hold?

* The teacher must insist on having answers to these questions in complete sentences.

† Note that “?” (the mark of interrogation) is placed at the end of the sentence.

Exercise 20.

20. The following sentences are answers to certain questions. Let Class frame these questions orally. The nature of the questions will usually be suggested by the word or words in *italics*. For instance, "*My brother attends the Government School*" is the answer to the question, "**Which** school does your brother attend?"

1. I usually read *at night*. (**When** do you read?)
2. My sister intends going *to Europe*.
3. *Rama's* sister is dead.
4. The drawing was done *by John*.
5. I expect *some one*.
6. He was sitting *beside me*.
7. I require *three hours* to answer this paper.
8. This is *my book*.
9. This book was bought *for me*.
10. I have won *the second prize*.
11. There are *600 boys* in this school.
12. He went to Calcutta *to see his uncle*.
13. My name is *Vithoba*.
14. You *may* use my pencil.
15. Rama gave his watch *to his friend*.
16. My brother's teacher is *a young Parsi*.
17. The carriage must wait *for one hour*.
18. He died *of fever*.
19. I was born *in 1896*.
20. My house is *very far* from yours.
21. The cow is fed mainly *upon grass*.
22. The sun rose to-day *at 5*.
23. I *was* all alone in the class-room.
24. The boys did their lessons *well*.
25. The baby always likes *this toy*.
26. I can work this example *in two ways*.
27. The teacher punished him *for making a noise*.
28. He eats food only *once a day*.
29. I have come from *Cawnpore*.
30. He is *my best friend*.
31. My eldest brother *can* do it.
32. I *saw* some one passing this way.
33. Carriages must go *by the Queen's Road*.
34. Old people generally walk *slowly*.
35. A grown-up person should drink *about two quarts of water* daily.
36. *The Governor* has visited our school.

37. Yes, you *must* prepare your lessons now.
38. The blind man was uttering *some words*.
39. My father *will* come with you willingly.
40. *Babu or Dhondu* will get the prize.
41. All of you *may* go to play.
42. Yes, he writes *a neat hand*.
43. That boy was expelled from the school *for disobedience*.
44. Bricks are made *of clay*.
45. The giant was *very tall*.
46. I *like* mangoes as well as oranges.
47. My uncle will see you *at the Howrah station*.
48. That straight road leads *to the Queen's statue*.
49. Yes, my father *is* glad to hear the news.
50. Rama prepares his lessons *quickly*.
51. *Air and light* are necessary to all animals.
52. I *have* been asked to prepare this lesson.
53. The tiger can leap *to the height of twenty feet*.
54. I am afraid of the dog *on account of its bite*.
55. I *could* have done it without his assistance.
56. Babu has borrowed *some books*.
57. The Governor's speech appeared *in The Times of India*.
58. I have *never* seen a tiger.
59. Bombay is *1350 miles distant* from Calcutta.

QUESTION AND ANSWER.

NEGATIVE-INTERROGATIVE SENTENCES.

21. Let Class study the answers to the following questions :—

Question.	Answer.
Is your father ill ?	Yes, he <i>is</i> ill. No, he <i>is not</i> ill.
Is not your father ill ?	Yes, he <i>is</i> ill. No, he <i>is not</i> ill.

The student must carefully note that whatever be the *form* of the question (affirmative or negative), the answer is *yes* or *no*, according to whether his father *is ill* or *is not ill*.

Exercise 21.

Let Class give answers to the following questions in the manner shown above:—

[Sometimes the answer may consist simply of Yes or No.]

1. Have you not prepared your lesson ?
2. Don't you like this flower ?
3. Is not every man mortal ? [*Answer.* "Yes," which is really a short way of saying "Every man is mortal."]
4. Were you not present yesterday ?
5. Aren't you well ? [*Answer.* "No," i. e., "I am not well."]
6. May I not go out for a walk ?
7. Did you not hear the noise ?
8. Have you no books ?
9. Did you ever see such a rogue ?
10. Cannot any one of you work this sum ?
11. Isn't he blind ?
12. Can't you promise me the book ?
13. Won't you come this evening ?
14. Haven't you ever seen such fine horses ?
15. Don't you think him a good boy ?
16. Didn't you see at least one boy ?
17. Couldn't you come in time ?
18. Will neither of you go with me ?
19. Could he not be found anywhere ?

EXCLAMATORY SENTENCES.**Exercise 22.**

22. *Let Class study the following exclamatory sentences carefully and compare them with the interrogative forms:—*

1. How very cold the night is !
2. What a foolish boy you are !
3. How green the grass is !
4. What a lovely child it is !
5. How careful she is about her dress !
6. How merrily the children are playing !
7. What a fuss you are making over it !
8. With what cleverness the spider weaves his web !

CHAPTER IV.

SYNTHESIS.

23. Instead of saying "Mangoes are lying on the table. Oranges are lying on the table," we usually say "Mangoes and oranges are lying on the table."

To express our idea in this shorter and neater way we join separate sentences together by the use of suitable conjunctions, as shown in the following examples.

Separate Sentences.

Combined Sentences.

a. John is clever. John is industrious.

a. John is clever *and* industrious.

b. I can read English. I can write English.

b. I can read *and* write English.

c. We were examined in analysis. We were examined in parsing.

c. We were examined in analysis *as well as* in parsing.

d. The accused was fined Rs. 200. He was sentenced to three months' imprisonment.

d. The accused was *not only* fined Rs. 200 *but also* sentenced to three months' imprisonment.

e. Is he asleep? Is he awake?

e. Is he asleep *or* awake?

- f.* Harry has broken the slate. William has broken it. One of them has done it. *f.* *Either* Harry *or* William has broken the slate.
- g.* He is not telling a lie. She is not telling a lie. *g.* *Neither* he *nor* she is telling a lie.
- h.* You must return at once. You will be late. *h.* You must return at once, *otherwise* you will be late.

Exercise 23

(1) *Let Class join together the separate sentences in the following groups by using the conjunction and (and/एव)*

1. Rimi came to my house. Krishna came to my house.
2. We get milk from the cow. We get butter from the cow.
3. My brother got a prize. My sister got a prize.
4. William is a fat child. Jane is a fat child.
5. Honest boys are loved by their teachers. Diligent boys are loved by their teachers.
6. He is invited to the party. You are invited to the party.
7. Wheat grows in the United States. It grows in Russia. It grows in India.
8. Glass is smooth. It is brittle. It is transparent.
9. The carpenter makes tables. He makes chairs. He makes other pieces of furniture.
10. The sun rises in the east. The sun sets in the west.
11. A crow stole a piece of bread. It flew to a tree.
12. Ceylon is very fertile. It grows tea. It grows coffee.

(ii) *Let Class join together the separate sentences in the following groups by using the conjunction as well as (or/एव)*

1. Gopal was preparing his lessons. Laxman was preparing his lessons.
2. Rustum was fast asleep. Sorab was fast asleep.
3. The little child likes nuts. It likes sweets.
4. The actress danced on the stage. She sang on the stage.
5. We should honour our parents. We should obey them.
6. I have come to give you these books. I have come to see you.
7. He is in error. You are in error.

(iii) *Let Class join together the separate sentences in the following groups by using the conjunction not only.....but also (orally) :—*

1. He is tired. He is hungry.
2. The engine ran off the rail. It overturned.
3. Abdul is mischievous. He is cruel.
4. The soldiers scaled the wall. They took the fort.
5. The cruel fellow whipped the horse. He kicked the horse.
6. The master should speak kindly. He should act kindly.
7. Ahmed will take me to the bazaar. He will take you to the bazaar.

(iv) *Let Class join together the separate sentences in the following groups by using the conjunctions or, either...or, neither...nor (orally) :—*

1. Do you like cricket? Do you like tennis?
2. Is that man fat? Is that man thin?
3. My book is lost. My book is stolen.
4. The child is deaf. The child is dumb.
5. The king must attend the ceremony. The queen must attend the ceremony.
6. Ramdeo cannot lift this stone. Kalu cannot lift this stone.
7. Speak clearly. Be quiet. *
8. The teacher will punish you. He will expel you.
9. Would you not like to be here? Would you not like to be there?
10. One man is drowned. Two men are drowned.
11. The old man cannot see. He cannot hear.
12. The captain is not to be blamed. The sailors are not to be blamed.
13. Do not run. Do not jump.
14. The boy does not read well. He does not write well.
15. Should I not punish him? Should I not punish you?
16. You are in the wrong. He is in the wrong.
17. The boys could not do their lessons. The girls could not do their lessons.
18. The teacher did not beat me. The teacher did not beat him.
19. He will not help me. He will not help you.
20. The girl does not wish to sing. She does not wish to dance.
21. You must take him with you. You must leave him behind.

* *Note that in certain cases, as here, the word "either" may be omitted.*

(v) *Let Class join together the separate sentences in the following groups by using the conjunction **else** or **otherwise** (orally):—*

1. We must hasten. The robber will overtake us.
2. Give him water immediately. He will die.
3. Behave well. You will be dismissed.
4. I climbed up the tree. The bear would have eaten me.
5. I received help from a passer-by. The man would have robbed me.
6. We must prepare our lessons carefully. The teacher will be angry with us.

24. OTHER EXAMPLES OF SEPARATE AND COMBINED SENTENCES.

Separate Sentences.

Combined Sentences.

- | | |
|---|--|
| <i>a.</i> Bapat is an intelligent boy. He is not honest. | <i>a.</i> Bapat is an intelligent boy, <i>but</i> he is not honest. |
| <i>b.</i> You have insulted me. I pardon you. | <i>b.</i> <i>Though</i> you have insulted me, I pardon you. |
| <i>c.</i> I shall give you leave. Prepare your lessons carefully. | <i>c.</i> I shall give you leave <i>if</i> you prepare your lessons carefully. |
| <i>d.</i> I shall be angry with you. You must keep your promise. | <i>d.</i> <i>Unless</i> you keep your promise I shall be angry with you. |

- e. It is a long journey. e. It is a long journey,
 You should start *therefore* you should
 early. start early.
- f. The gun burst. It was f. The gun burst, *because*
 worn out. it was worn out.

Exercise 24.

(i) *Let Class join together the separate sentences in the following groups by using the conjunctions but, still or yet (orally):—*

[*Note.* A slight change in the sentence is sometimes necessary.]

1. I called on him. He was not at home.
2. The traveller tried to walk. He was quite tired.
3. Work hard. Do not overwork yourself.
4. He was rich. He was not generous.
5. I lay down to rest. I did not get sleep.
6. A bad boy disobeys his parents. A good boy obeys his parents.
7. Jane has got the prize. Jane is not satisfied.
8. He is strong. He refuses to work hard.

(ii) *Let Class join together the separate sentences in the following groups by using the conjunctions though or although (orally):—*

1. He would not eat. He was starving.
2. The student worked hard. He could not succeed.
3. The poor man was very weak. He was eager to work.
4. He is seventy years old. He is strong.
5. Robert wastes a lot of time. He does well in examinations.
6. My brother is quite well. He does not go about his work.

(iii) *Let Class join together the separate sentences in the following groups by using either but or though (orally):—*

1. He goes to school. He learns nothing.
2. Rama gave Krishna much advice. It had very little effect.
3. My uncle has every comfort. He is not content.
4. Jack is strong. He is not courageous.
5. His aunt is rich. His aunt is not proud of her wealth.
6. He loves his son. He punishes him severely for his faults.
7. We have lived in the same house for thirty years. We have never spoken to each other.
8. The baby is given toys. It cries.
9. The roof has just been mended. The rain comes in freely.

(iv) *Let Class join together the separate sentences in the following groups by using the conjunction **if** or **unless** (orally) :—*

1. Do it well. You wish to please me.
2. I shall go. Pay me.
3. All will respect you. You must be honest.
4. I will shoot you. Give me money.
5. Sit idle. You can never succeed.
6. I will believe you. Speak the truth.
7. It is impossible for me to study. You should keep quiet.
8. Come. Are you ready?
9. The motor-car will arrive in time. It may not break down.
10. You should go very carefully over this slippery ground. You will fall down.
11. I hope to reach Tibet safely. I may meet with an accident.
12. You should improve your hand-writing. You will not be able to secure a good post.

(v) *Let Class join together the separate sentences in the following groups by using the conjunction **therefore** or **so** (orally) :—*

1. I have a cold. I shall stay indoors.
2. I missed the train. I was late for school.
3. He has helped me. I shall help him.
4. One evening the children did not return home. Their parents were alarmed.
5. The book-seller has never sent in his bill. I have not paid him.

(vi) *Let Class join together the separate sentences in the following groups by the use of the conjunction **because** or **since** (orally) :—*

1. I trust him. He is honest.
2. I frequently eat curry. I like curry.
3. The headmaster gave him the prize. He deserved the prize.
4. He was drowned. He could not swim a stroke.
5. The man was quite tired. He had walked all day long.

(vii) *Let Class join together the separate sentences in the following groups by using the conjunction **therefore** or **because** (orally):—*

1. I could not attend the school yesterday. I had a headache.
2. The lion and the bear fought. Each wanted the piece of meat.
- 3.

3. Kate's canary did not seem to be happy in its cage. She let it go.
4. I am reading this novel. I find it interesting.
5. My mother is sixty years old. My mother cannot see well.
6. You never take my advice. I no longer give it.
7. The villagers do not go into the jungle at night. They fear the wild beasts.
8. My father is getting old. He is anxious to retire.

25. OTHER EXAMPLES OF SEPARATE AND COMBINED SENTENCES.

Separate Sentences.

Combined Sentences.

- | | |
|---|--------------------------------------|
| a. We are clever. Laxman is cleverer. | a. Laxman is cleverer than we are. |
| b. He likes you much. I like you more. | b. I like you more than he does. |
| c. I am careful. My brother is equally careful. | c. I am as careful as my brother is. |

Exercise 25.

(i) Let Class join together the separate sentences in the following groups by the use of the conjunction **than** (orally):—

1. Robert is tall. John is taller.
2. This mango is sweet. That one is sweeter.
3. I am quick. My brother is quicker.
4. He jumps high. I jump higher.
5. I write carefully. He writes more carefully.
6. I know him well. I know you better.
7. Gopal prepares his lessons well. Rama prepares them better.
8. His mother loves him. She loves his brother more.
9. My father gave me some money. He gave my brother more money.
10. The long walk made me weary. It made my mother more weary.

(ii) *Let Class join together the separate sentences in the following groups by the use of the conjunction as.....as (orally):—*

1. This street is narrow. That one is equally narrow.
2. Kalu is fat. Jadu is not equally fat.
3. My father works hard. My mother works equally hard.
4. John runs swiftly. James runs equally swiftly.
5. My mother loves my sister dearly. She loves me equally dearly.
6. The teacher likes him. He likes us equally.
7. He is patient. You are not equally patient.

26. OTHER EXAMPLES OF SEPARATE AND COMBINED SENTENCES.

Separate Sentences.

Combined Sentences.

- | | |
|---|---|
| a. He came to my house.
I was not at home. | a. <i>When</i> he came to my house, I was not at home. |
| b. It strikes nine. I at once begin my work. | b. <i>As soon as</i> it strikes nine, I begin my work. |
| c. He read the letter. He put out the lamp then. | c. <i>After</i> he had read the letter he put out the lamp. |
| d. William left Bombay for Nagpur. From that day he has been healthy. | d. William has been healthy <i>since</i> he left Bombay for Nagpur. |
| e. I waited a long time for the tram-car. I got tired. | e. I waited for the tram-car <i>till</i> I got tired. |

Exercise 26.

Let Class join together the separate sentences in the following groups by the use of the conjunctions **when, as soon as, after, since, or until** (*orally*).—

1. He heard the news. He was glad.
2. We take off our clothes. We then go to bed.
3. The thief saw me. He ran away at once.
4. We arrived first. The others came afterwards.
5. He found his lost book. He was very glad.
6. He lived there. He died there.
7. It strikes five. I get out of bed at once.
8. The play is finished. We go home.
9. I went into his room. He was sitting on a chair reading a book.
10. Keshavram heard of his father's death at Bombay. He started at once for Bombay.
11. His mother died. No one takes care of him now.
12. The sun set. They ceased work.
13. I have started this work. I have not visited him since that time.
14. The rain ceased. We went out.
15. The Inspector went round examining our drawing-books. We remained standing.
16. He was speaking fluently. One of the audience cried out "Hear! hear!"
17. I warned him. He has behaved well from that time.
18. He did not take any food. He recovered. [Use *until*.]
19. Prepare your lessons. I shall give you leave at once.
20. We left the house. The house collapsed at once.
21. I have my breakfast. I then go out. [Use *before*.]
22. Dress yourself. Then leave the room.
23. I shall come. Wait for me.
24. One night I was lying awake in bed. I saw a thief opening a cupboard.
25. Will you wait? I shall finish preparing my lessons.
26. I pass by that house. I always see that lame beggar standing near it.
27. We shall live for a certain time. Let us be honest during that time. [Use *as long as*.]
28. Rama disobeyed his father frequently. Each time he was punished. [Use *as often as*.]

29. First get ready. Then send for the carriage.
 30. We reached home. The sun had not set then. [Use *before*.]
 31. I shall pay the income-tax. The man will call for it.
 [Use *when*]
 32. He could not run half a mile. He stopped [Use *before*.]

27. OTHER EXAMPLES OF SEPARATE AND COMBINED SENTENCES.

Separate Sentences.

Combined Sentences.

- | | |
|--|---|
| a. His uncle was ill. He is dead. | a. His uncle, <i>who</i> was ill, is dead. |
| b. My father will never trust you. You have cheated him. | b. My father, <i>whom</i> you have cheated, will never trust you. |
| c. Govind's father is ill. Govind feels anxious. | c. Govind, <i>whose</i> father is ill, feels anxious. |
| d. Nariman gave you a fountain-pen. Does it work well? | d. Does the fountain-pen, <i>which</i> Nariman gave you, work well? |
| e. He has gone to Bombay. He intends to stay there. | e. He has gone to Bombay, <i>where</i> he intends to stay. |

Exercise 27.

Let Class join together the separate sentences in the following groups by using who, whom, whose, which, or where (orally):—

1. We met his friend. He told us the same story.
2. I have seen your brother. He lives in Bombay.
3. Bring me the book. It is on the table.
4. This is the book. It contains interesting stories.
5. That is the school. I was taught there.
6. We reached Raichur at 10 o'clock. We passed the night there.
7. I have a parrot. It talks all day.
8. This house belongs to my grandfather. I was born here.
9. Arjoon can run with the heavy basket on his head. He is a strong boy.
10. This thief stole my horse. He is now in prison.
11. The train stopped at Khandalla. We got some tea there.
12. Where are penknives sold? Please show me the shop.
13. The villagers are here. You wish to speak to them.
14. I have found the rupee. My brother lost it.
15. A train left Bombay at noon. Did it meet with an accident?
16. You put it somewhere. Show me the place.
17. This is the river. They catch the best fish in it.
18. Which boy broke the slate? Show him to me.
19. That boy is industrious. You see him there.
20. Which boy made the highest score? What is his name?
21. I presented him with a leather-bound book. I paid five rupees for it.
22. I am going to write a letter to my friend. His father is dead.
23. Do you remember the boy? You saw him once.
24. The gentleman is badly hurt. His carriage is smashed.
25. Where are the poor children? I have brought presents for them.
26. Robbers live in that thick forest. We have to pass through it.
27. We spoke to Abdul. You introduced us to him yesterday.
28. The wooden plank broke. The two goats stood on it.
29. This is the way. We went by it yesterday.
30. His wife was born of rich parents. You were talking of her yesterday.
31. Our teacher has a telescope. He studies the stars with it.
32. Some boys have not worked the sum. Let them stand up.
33. We are going away to another place. Its climate is cooler.
34. The woman feels very sad. All her children are dead.
35. I gave the beggar a rupee. It pleased him greatly.

CHAPTER V.

SYNTHESIS. (*Continued.*)

28. The following examples and exercises illustrate further ways of combining sentences :—

Separate Sentences.

a. Mr. Brown lives in Dustipore. He is the Collector. Dustipore is a large town.

b. The ship went down. It carried with it the brave captain.

c. The Inspector was pleased with his good reading. He did not examine him in the other subjects.

d. He amused me very much. He told me a funny story.

e. The police made an inquiry. The thief was found out.

Combined Sentences.

Mr. Brown, the Collector, lives in Dustipore, a large town.

The ship went down, carrying with it the brave captain.

Being pleased with his good reading, the Inspector did not examine him in the other subjects.

He amused me very much *by telling* me a funny story.

On the police *making* an inquiry, the thief was found out.

Exercise 28.

(i) *Let Class combine the separate sentences in the following groups after the manner shown in (a) above (orally):—*

1. There goes my brother. He is called Krishna.
3. Queen Victoria had a son. The son's name was Edward.
2. I have always found Hari hard-working. Hari is our gardener.
4. The people elected Byramji Naoroji. He was a well-known merchant.
5. To-day I went to see the Victoria Terminus. It is a very large stone building.
6. King George V. is the greatest living monarch. He is Emperor of India. He is King of England.
7. Govind received three rupees. They were his wages for six days.
8. My father has a fine bungalow. He is Mr Hormusjee Nariman. It is Nariman House.
9. The fakir held a begging-bowl. He was a rather dirty man. It was a wooden vessel.

(ii) *Let Class combine the separate sentences in the following groups as in (b) or (c) above (orally) :*

1. The people saw the flames. They ran towards the burning house.
2. The king armed himself completely. He then rode away on a white horse.
3. The king saw a tiger. He told his servant to shoot it.
4. Once a cooly was carrying a large basket. It was filled with oranges.
5. George wrote a letter. He then gave it to his servant.
6. I went to Bombay last year. I wished to see a dentist.
7. I was delighted to see the little children. They were playing happily in the garden.
8. My father likes that arm-chair. It was purchased by him at an auction.
9. He was unable to swim further. He sank beneath the waves.
10. The father snatched up his child quickly. He then attacked the dog with a stick.
11. The keeper of the lighthouse saw a steamer about a mile away. It was wrecked on the rocks.

12. He put on his boots. He took up his books. He went to school.
13. Babu is a big boy. He is very strong. He is therefore taken in the football team.
14. The hunter raised his gun. He took aim. He shot the tiger.
15. I heard Rama. He was shouting very loudly. He was calling me.

(iii) *Let Class combine the separate sentences in the following groups as in (d) or (e) above, by using the given prepositions (orally):—*

1. My brother got promotion. He worked hard. [Use *by*.]
2. Turn to the right. You will find the bookseller's shop. [Use *on*.]
3. He told the truth. He thus obtained his teacher's pardon. [Use *by*.]
4. The poor fisherman made many efforts to save himself. At last he was able to reach the shore. [Use *after*.]
5. We did not search for the book. We did not find it then. [Use *without*.]
6. The boy saw his mistake. He grew nervous. [Use *on*.]
7. I laughed at Kaku. So he frowned at me. [Use *for*.]
8. He makes a lot of money. He buys horses. He sells horses. [Use *by*.]
9. He was friends with me for thirty years. He has now begun to quarrel with me. [Use *after*.]
10. A dog was crossing a stream. He had a piece of meat in his mouth. [Use *with*.]
11. Rusi likes every one. He does not like his rival Pesu. [Use *but*.]
12. Finish your lessons. I shall allow you to play. [Use *on*.]
13. Ismail Khan gives private tuition in the morning. In the evening he teaches cricket. He thus makes a small income. [Use *by*.]
14. I met a robber. He had a dagger in his belt. He had a coil of rope in his left hand. [Use *with*.]
15. All the accused were sent to prison. He alone was not sent. [Use *except*.]
16. I advised the poor man to work hard. I gave him some money [Use *besides*.]

29. OTHER EXAMPLES OF SEPARATE AND COMBINED SENTENCES.

Separate Sentences.

a. Mr. Mehta saw the fire.
He was the first to see it. He is our teacher.

b. How did he escape?
Do you know? Does anybody know?

c. Kalidas is going to some place in Europe. I do not know the name of the place. Even his family does not know it.

Combined Sentences.

a. Mr. Mehta, our teacher, was the first to see the fire.

b. Do you or anybody know how he escaped?

c. Kalidas is going to some place in Europe, but neither I nor his family know the name of the place.

Or

Neither I nor his family know the name of the place in Europe to which Kalidas is going.

d. The teacher offered a prize for good conduct. Rama tried to win it. Krishna tried too. Neither of them got it.

d. The teacher offered a prize for good conduct which both Rama and Krishna tried to win but did not get.

Miscellaneous Exercise 29.

Let Class combine the following groups by using any one, or more of the methods already shown :—

1. He put on his coat. He took up his cap. He went out.
2. Tom is my dog. One day it saw a hare. It ran after the hare.
3. I did not eat any of the poisoned food. It was lucky.

4. Rama will win the prize. He is the cleverest boy in the class. He works hard.
5. I was passing by my brother's school. I saw him. He was crying near the school gate.
6. He came to see me. He wanted to tell me something. His father is dead.
7. They found the horse. They never recovered the saddle. It was worth 200 rupees.
8. The boys wished to see the picture. They crowded round the teacher. He told them to go back to their seats.
9. We must work hard now. The examination is drawing near. We have much to do.
10. I could wait no longer. It was getting dark. I felt very hungry.
11. My friend came to see me to-day. I was having tea. It was then 4 o'clock.
12. The door was bolted. The windows were well-barred. The dacoits failed to break into the house.
13. The thieves poisoned my father's dog. My father had brought it from England. He had carefully trained it to protect his property.
14. I saw a sowar. He had a lance in his hand. He had a sword by his side.
15. He has two horses in his charge. He must groom them well. He must bring them to his master at 12 o'clock.
16. He was hated by all good men. He incited youths to crime. He furnished them with arms.
17. My friend is going to Europe. He has got long leave. He wishes to become a doctor.
18. I know your friend Rama. I like him very much. He is a good boy.
19. He came to me. He wanted leave. He was ill.
20. De Lesseps made the Suez Canal. This was a great engineering work. He was a French engineer.
21. The Pope saw some children. His name was Gregory. The children were offered for sale in the slave market. They were very fair.
22. The walk gave him an excellent appetite. The walk was along the sea-shore. It was taken early in the morning.
23. After the storm the boat had no mast. The sailors could not hoist the sail. It could not return to port.
24. The soldiers were willing to go on. They felt very weary. They felt very hungry.

25. About a mile off I saw a tiger. He was coming rapidly up a steep path. The path led to the place where I was sitting.
26. The other day I bought a very cheap basketful of mangoes. Some of them were unripe. Others were rotten.
- *27. The man remained alone on the ship. He was enveloped in smoke. He was the captain of the ship.
28. A jackal was pursued by some dogs. It was hungry. They were well-fed. It was caught.
29. An old soldier was walking along on crutches. He met a youth. The youth offered to run a race with him.
30. He is honest. He is industrious. He is unfortunate. He is weak in body.
31. He built a house. It had many large doors. It had many large windows. It had a wide verandah.
32. Hari is the son of an honest gardener. Hari is a good lad on the whole. He is rather fond of getting into bad company.
33. He is a fair servant. He is clever. He is honest. He drinks too much. He is sometimes rather dirty.
34. Sakharam is captain of our school football eleven. He is strong. He is swift. He is skilful.
35. At Bombay we stayed for a week. Bombay is the capital of the Presidency. We visited our friends. They live in the Fort.
36. Napoleon was the first emperor of the French. He was a great soldier. He inspired his soldiers with the most warlike spirit.
37. Lord Ripon was a famous viceroy. He was a benefactor of India. He is affectionately remembered in this country.
38. I went to see the man. He lives in our street. I wanted to speak to him. I did not find him in the house.
39. Defoe was the author of "Robinson Crusoe." He was born in London. He was born in the year 1731.
40. He came to Bombay. He wished to see his father. He had also some business to settle.
41. I saw a dog. It had three legs. It had only one ear. It was a well-bred terrier.
42. He finished the examination paper. He then took it home. He wanted his elder brother to work it.
43. The guard was just going to wave his green flag. All at once he dropped it to his side. He saw a porter hurrying along the platform.
44. William Shakespeare is the greatest English poet. He was born at Stratford-on-Avon. He was born in 1616.

45. I was leaning on the gate at sunset. A carriage drove up. It contained a gentleman. He was middle-aged.
46. "Honesty is the best policy." Have you not heard this?
47. I cannot sell it for five rupees. I am sorry. I have a better offer.
48. The sun shone on the corn. The corn ripened in a short time.
The farmer was filled with joy.
49. He read his letters carefully. He sent for his clerk. He dictated answers to them.
50. I do not know his address. He is not likely to write to me.
You will not be able to find him.
51. He went for a walk one day. He saw a wounded bird. He picked it up. He brought it home.
52. Srijut stood there for hours. He did not speak. He did not move. [Use *without*.]
53. I have treated you kindly. You have been very dishonest. I shall help you no more.
54. The crime was discovered. The master dismissed the man.
He had been in his service for ten years.
55. The father heard the child's cry. He saw what the snake was about to do. He rushed at the snake with a stick. He killed the snake.
56. He rode along for hours. He did not strike his horse. He did not spur it.
57. A beggar stands daily near the lamp-post. He cries aloud for bread. He stands not far from our house.
58. Mohunlal will come. I do not know the exact time. [Use *when*.]
59. The earth moves round the sun. It does so once in a year. All educated persons know these facts. [Use *that*.]
60. The battle of Plassey was fought in 1757. It was fought between Clive and Surajah-Dowlah. The British were victorious. [Use *when*.]
61. I do not like the climate of Bombay. It is very damp. I am thinking of settling in some other place.
62. He played exceedingly well in the match. His team won. The match was played yesterday.
63. He feared the plague. He left Bombay. He left for Simla. Plague is almost unknown there.
64. Shankar Seth is a learned man. He is very fond of reading new books. He spends all his money on them. [Use *so...that*.]
65. His recitation was greatly liked. He recited at the prize-distribution. The prize-distribution took place on the 18th of December.

66. He brought ashore a number of persons. He did so with great difficulty. The persons clung to a rope. It was fastened to a post.
67. I have seen you somewhere before. I do not now remember the place. [Use *where*.]
68. The earth goes round the sun. You do not know it. It is very strange.
69. The emperor was dressed in velvet and silk. He was attended by his courtiers. He walked to the throne. It was richly ornamented with jewels.
70. When will our examination begin? Will you let me know the date?
71. The fox could not get through the hole. It was too small. He had done his best to enlarge it.
72. Two goats met each other on a plank of wood. It was very narrow. There was no room to pass each other. [Use *so... that*.]
73. I was out of the bungalow. He came to it. He wanted to borrow my gun. So he took it without my leave.
74. I heard of the accident. I at once went to the hospital. I went to see my brother. He had been run over by a carriage.
75. Which books do you wish me to read? I am ready to read them.
76. Wellington was the greatest of English generals. Nelson was the greatest of English admirals. Napoleon was the greatest of French soldiers.
77. He told a story. It was about a man. The man had great strength. He was once a famous warrior.
78. There was a man hiding in my compound. He was armed with a gun. He was a Pathan. My attention was drawn to him.
79. The English were inferior to the French in number. The English defeated the French. The battle was long and well contested.
80. He was chosen for the match. He plays cricket very well. He made a hundred runs. This was the top score.
81. Our friend Narayan is very strong. We all pushed him. He could not be moved. [Use *so...that* and *though*.]
82. Savages produce fire in a few seconds. They do so by rubbing two sticks together. We learn this from travellers.
83. It was time for the train to start. We began to run. We hoped thus to reach the station in time.
84. Shridhar could not succeed. He tried his best. All feel for him.

85. The heat is great. You must wear a topi. You might get a sunstroke. [Use *as* and *lest*.]
86. Ram Prasad works day and night. He wishes to become rich. We all know it. [Use *that* and *in order to*.]
87. I was standing alone in the tent. I turned round. I saw a snake behind me. The snake was ready to strike at me.
88. The passengers had taken their seats. All the doors were shut. Only the door of the guard's van was open. [Use *when* and *except*.]
89. The train arrived at the station. A man sprang out of one of the carriages on to the platform. His clothes were torn. They were stained with blood.
90. We should finish our work. Come punctually. It may be raining or it may not. [Use *whether* and *so that*.]
91. All his teachers like him. He behaves well and works hard. He always stands first in the class.
92. Keki must not play in the match. The captain thinks this. The boys consider him the best player in the school. [Use *that* and *although*.]
93. He deserves my thanks. He found my purse. He returned it to me. He took nothing out of it.
94. Iswardas has succeeded in all his schemes. He has not succeeded in one scheme. He has not made money. [Use *but* and *that*.]
95. I have still one hundred pages to read. The examination is drawing near. I must read at least ten pages daily. I might thus finish these hundred pages in ten days. [Use *and*, *as*, *in order that*.]
96. I awoke at 3 A. M. to-day. I found the cupboard in my bed-room open. I also found some ornaments missing. I am just going to inform the police.
97. There were three hundred persons on board. All of them went down with the ship. Only one escaped. His name was Devji. [Begin, "Out of three hundred persons," etc.]
98. A fox was tired and thirsty. It had wandered about all day. It had had nothing to eat or drink. It entered a vineyard. It saw bunches of grapes hanging overhead.
99. The fox wished to quench its thirst. It tried to get at the grapes. It failed in its attempts. The grapes were beyond its reach. It went away disappointed.
100. He stood aghast. His face was pale with fear. His lips were trembling. His eyes were fixed. [Use *with* after "aghast."]

30. FURTHER EXAMPLE IN THE FORMATION OF READABLE SENTENCES.

The Wolf and the Lamb.

*As told in short
simple sentences.*

One day a wolf met a lamb. They met near a spring of water on a hillside. The wolf was fierce. He was hungry. He wanted to quarrel with the lamb. He also wanted to eat the poor lamb up. He said, "How dare you make the water muddy? I am drinking it." The lamb replied, "I cannot make the water muddy. The water runs down from you to me." The wolf said, "Well, why did you call me names this time last year?" The lamb replied, "I cannot have done that. I was not born a year ago." The hungry wolf cried, "It was not you? It must have been your father then." So saying, he sprang upon the little lamb. He ate it up.

*As told in longer
combined sentences.*

One day a wolf met a lamb near a spring of water on a hillside. Being fierce and hungry the wolf wanted to quarrel with the lamb and eat it up. He therefore said, "How dare you make the water which I am drinking muddy?" The lamb replied, "I cannot make the water muddy as it runs down from you to me." The wolf said, "Well, why did you call me names this time last year?" To this the lamb replied, "I cannot have done that, as I was not born a year ago." The hungry wolf cried, "If it was not you, it must have been your father." So saying, he sprang upon the little lamb and ate it up.

Exercise 30.

Let Class re-write the following stories in a more readable form by combining groups of sentences as shown above :—

1. *The Fox and the Grapes.*

A hungry fox saw some bunches of ripe grapes. They hung from a vine high up from the ground. He wished to get them. He could not reach them. He grew tired. He said to himself, "The grapes are sour." Then he went away.

2. *The Dog and his Shadow.*

A dog was crossing a narrow bridge over a stream. He had a piece of meat in his mouth. He happened to look down into the water. He saw another dog in the water. This dog also had a piece of meat in his mouth. He opened his mouth to steal this piece of meat from the dog in the water. He dropped his own piece of meat. He thus lost what he had. He was trying to get more.

3. *The Fox and the Crow.*

A crow stole a piece of cheese. She flew with it to a tree. A fox saw the crow. The fox wanted the piece of cheese for himself. He began to praise the crow. He said, "What fine black feathers you have! Your voice must be fine too. I should like to hear you sing. Please sing me a song." The foolish crow was very pleased. She opened her mouth to sing. The piece of cheese fell to the ground. The sly fox picked it up at once. He ran off quite delighted. His trick had succeeded.

4. *The Crow and the Pitcher.*

A crow was very thirsty. She saw a pitcher. She hoped to find water in it. So she flew to it. She found a little water in the bottom of the pitcher. The water was very low. She could not reach it. She tried to break the pitcher. It was very thick. It was also heavy. She could not overturn it. She looked around. She saw some pebbles. She brought them. She dropped them one by one into the pitcher. The water rose. She drank. Her thirst was quenched.

5. *Catching a Thief.*

A gentleman had a gold watch. It was stolen by one of his servants. He gave them each a piece of wood. He then said, "All these sticks are now of the same length. To-morrow the thief's stick will grow an inch longer. I shall call you all again. One of you must be the thief. I shall find out the thief." The thief said to himself, "I must cut an inch off the end of my stick to-morrow. Then my stick will be the same length as the others." He did so. The master found this man's stick an inch shorter. He said, "This man is the thief."

6. *The Hare and the Tortoise.*

One day a hare met a tortoise. The hare laughed at the slow tortoise. The tortoise said, "Race with me. I will beat you." The hare felt sure he would win. He agreed to run the race. A day was fixed for the race. On that day they started together. The hare ran off very swiftly. The tortoise went on at a slow, steady pace. The hare was only a few yards from the winning-post. He lay down by the side of the road. He fell fast asleep. Suddenly he awoke. He remembered the race. He ran very fast. He saw the tortoise passing the winning-post.

7. *The Milkmaid and her Pail.*

Once a milkmaid was going to market. Her name was Mary. She was going to the market to sell milk. The milk was in a pail. She carried the pail on her head. On the road she said to herself, "I will get some money for my milk. With this I will buy some fowls. The fowls will lay eggs every morning. I will collect these eggs. They will bring me some chickens. I will sell them in the market. With the money from the sale of the chickens, I will buy myself a new gown and a pretty straw hat. I will wear this at the fair. I shall look beautiful. The young men will ask me to dance with them. I will look at them proudly. I will toss my head like this." With the toss the pail fell down. All the milk was spilt. She returned home weeping.

8. *The Fox and the Stork.*

A clever fox loved a joke. He once invited a stork to dine with him. The stork accepted the invitation. He arrived very hungry. A shallow dish was placed before them. It contained soup. The

stork could only wet the sharp point of her long beak. The fox quickly licked the dish clean. Some time afterwards, the fox was chased by hounds. It at last came to the home of the stork. The fox cried, "I am weary. I am dying of hunger and thirst. Will you let me dine with you?" The stork smiled. She replied, "Most certainly." The stork then placed before him a tall jar. It had a tiny mouth. The fox could not eat anything out of it. By means of his long bill the stork emptied the jar. The fox had a few drops. The drops ran down the outside of the jar.

9. *The Merciless Master.*

A man had an ass. The man was cruel. He was in the habit of overloading the poor ass. He put heavy loads upon its back. Beneath these loads the ass could hardly move. In return the ass was beaten. One day the man loaded the ass with heavy bags. The bags contained salt. The weight of these bags was great. The ass's back and legs bent beneath the burden. The ass tried hard to carry this heavy load. Its pace was not rapid. The master grew angry. The ass was then crossing a bridge. The master rained blows upon him. The ass attempted to run. He rolled over the edge into the water. In a minute the load of salt was quite spoilt. It melted in the water. It was lost.

CHAPTER VI.

ORAL COMPOSITION AND CONVERSATION.

31. Formation of Sentences by the Direct Method.

The Language is all important, the facts are immaterial.
A necessary exercise for all classes from Standard IV to Standard VII.

Exercise 31.

Let Class read the question aloud simultaneously. Let each boy frame an answer. The best answer to be repeated aloud simultaneously. Change to negative form occasionally.

NOTE.—As far as possible show the *thing* for each new *noun*, perform the *action* for each new *verb*, indicate the *manner* (or *place*) for each new *adverb*, demonstrate the *quality* (colour, size, shape, etc.) for each new *adjective*, and the actual *position* for each new *preposition* at first.

In the earlier stages show either the object or the picture. Accept no answer that is not in the form of a complete sentence.

A

1. Common Objects.

(a) *A ball*: Answers to show use of various verbs in different moods, tenses and persons.

- | | | |
|------------------------------------|---|--|
| 1. What am I doing with this ball? | { | <i>Several complete sentences with verbs to throw, to bounce, to roll, to drop, to rebound, to fling, to catch, etc.</i> |
| 2. What did I do with the ball? | | |
| 3. What shall I do with it? | { | <i>Complete sentences in past tense. Same verbs.</i> |
| | | |
| | { | <i>Same verbs in future tense. Exercise in "shall" and "will."</i> |
| | | |

4. What might I do with it?
 5. What have I done with it?
 6. What was I doing with it?
 7. What can I do with it?
 8. What could I do with it?
 9. What am I making the ball do?
 10. What is happening to the ball?
- Etc.

(b) *A piece of chalk :*

1. For what purpose do we keep sticks of chalk?
 2. Can you tell me some- { *Adjectives: brittle, soft, white,*
thing about it? { *light, cheap, useful, etc.*
 3. What happens if I dip it in the ink?
 4. { What is the length of this piece of chalk?
} How long is this stick of chalk?
 5. { How much do you think it weighs?
} What do you think it weighs?
} What is its weight, do you think?
 6. Is it as long as this pencil?
 7. What happens if I drop it on the floor?
 8. What happens if I { *Exercise in moods, tenses and persons of*
tread on it? { *break, smash, shatter, crush, powder, grind,*
 { *snap, etc.*
 9. For what else is chalk used besides for writing?
 10. What am I drawing now?
- Etc.

(c) *A clock or watch :*

1. What is the difference between a clock and a watch?
 2. What are these called? { *Hands, face, pendulum, dial,*
 { *case, glass, figures, etc.*
 3. Why are these called "hands"?
 4. By what other means can we tell the time?
 5. Tell me the time.
 6. What time will it be when the hands are in a straight line?
 7. When will they be in a straight line again?
 8. In what position are they now?
 9. When will they be at right angles again?
 10. What do we call the sound which the clock makes?
- Etc.

(d) *A pen :*

1. Why do we use pens instead of pencils?
2. Why do we not draw with pens?
3. What are the names of the three parts of a pen?
4. Why is the handle of wood and the nib of steel?
5. Why is this kind of pen called a "quill" pen?
6. What is a "reed" pen?
7. Is your pen better than a quill pen?
8. What is a "fountain" pen?
9. Is a fountain pen better than your pen?
10. What is the price of this pen? { *Exercise in uses of the words*
price, cost, value, expense,
Etc. charge, hire, payment, etc.

(e) *A book :*

1. What is the difference between a leaf and a page?
2. What is this part of the book called?
3. What is the person called who writes the book?
4. What others had some- { *Publisher, printer, binder, paper-*
 thing to do with it? { *maker, etc.*
5. Why is the paper white and the print black?
6. { *How thick is this book?*
 { *What is the thickness of the book?*
7. Why should we use books in class?
8. What do we call the books in which we write?
9. Why is this called the "cover" of the book?
10. When do you *uncover* your head?
 Etc.

II. Pictures.*

(a) *A palm-tree :*

1. What is this part of the tree called? (*Trunk, leaves, nuts, etc.*)
2. What are the uses of the palm-tree?
3. What kind of a tree is it?
4. How is it different from the banyan-tree?
5. Could you climb a palm-tree?
6. How does the toddy-wallah climb it?
7. How does he get the liquid?
8. About how high is the tree in the picture?

* Good coloured pictures, on a larger scale than can be given in a book of this size, are now obtainable at very moderate prices.

9. Are the nuts nearly ripe, do you think?
10. Look at the picture and tell me something else.
Etc.

(b) *An elephant :*

1. What is this part of the elephant called?
2. Why are his legs so thick?
3. Why does he need a trunk?
4. What does he do with his trunk?
5. For what purpose does he use his tusks?
6. Why does he need such a very thick skin?
7. Tell me something about his ears.
8. Tell me something about his eyes.
9. Tell me something about his feet.
10. Look at the picture and tell me something else.
Etc.

(c) *A camel :*

1. Why has the camel such a long neck?
2. How does the elephant manage with such a short one?
3. Why does the camel need such large spreading feet?
4. How do people get on his back?
5. What are the uses of the camel?
6. Why should the camel have several stomachs?
7. In what other way is it fitted for life in the desert?
8. For what is camel's hair used?
9. How fast can he go and for how long?
10. Look at the picture and tell me something else about it.
Etc.

(d) *A landscape :*

1. Of what country does this picture show a part?
2. How can you tell? (*Trees, animals, buildings, etc.*)
3. Would you like to live in a place like this?
4. Does much rain fall here, do you think?
5. Have you seen trees (*birds, animals, people, buildings, bridges, roads, mountains, flowers, etc.*) like this in India?
6. What are these people doing?
7. How far away do you suppose those mountains are?
8. Could we tell at what time of year the picture was taken?
9. Could we tell at about what time of day it was taken?
10. Look at the picture and tell me something else about it.
Etc.

(e) A "historical" chart or picture (e.g. King John signing Magna Carta) :

1. Who is this and what is he doing ?
 2. Why is he doing it ?
 3. What are these men called ?
 4. Which of them is not a soldier and how can you tell ?
 5. What is this called ?
 6. For what purpose is it used ?
 7. Why are these signs painted on their shields ?
 8. What is the difference between a lance and a spear ?
 9. Should you like to have lived in those days ?
 10. Look at the picture and tell me something else.
- Etc.

III. Surroundings.

(a) The home :

1. Where do you live ?
 2. How many storeys are there to your house ?
 3. How many rooms do you use ?
 - *4. What furniture do you have in your sitting-room ?
 5. Does your house stand in a compound of its own ?
 6. With what is the house roofed ?
 7. Whence do you get your water ?
 8. At what hour do you have your meals ?
 9. What do you have for breakfast and for dinner ?
 10. Tell me something else about your home.
- Etc.

(b) The street :

1. What is that man, passing along on the other side of the street ?
 2. Why does he wear a uniform ?
 3. What is that man ?
 4. Why does he not wear a uniform ?
 5. Why do trams run on lines ?
 6. Why is there a number painted on that ghari ?
 7. What is there for sale in that shop ?
 8. Why do all carts, bicycles, horses, carriages, and motor-cars keep to the left-hand side of the road ?
 9. Why do motors have horns and carriages have none ?
 10. Tell me something else about the street.
- Etc.

(c) The class-room:

1. Why do we learn in class-rooms and not out of doors?
 2. What would happen if I shut all the doors and windows?
 3. What is that hole in the wall for?
 4. Why do you have desks and not chairs?
 5. Why is the ceiling white?
 6. Why is the black-board black?
 7. Why do you not sit on the floor?
 8. Which lesson do you like best?
 9. Why do we not play cricket and football in the class-room?
 10. Tell me something else about the class-room.
- Etc.

(d) The compound:

1. Why should the school have a compound?
 2. { How big is this compound, do you think?
What is the size of this compound?
 3. { How large is the compound?
What is the area of the compound?
 3. What do you do in the compound?
 4. Why are those lines drawn across it?
 5. What are those posts for?
 6. What game do you like best?
 7. Why do we drill in the compound?
 8. What is that plant, that covers the wall, called?
 9. Why is there no grass in the compound?
 10. Tell me something else about the compound?
- Etc.

(e) The garden:

1. Why do we make gardens?
 2. What must we have before we can make one?
 3. At what time of year is this garden at its best?
 4. Which is the most useful kind of tree in it?
 5. Who works in it, and what does he do?
 6. How does the water get to the plants?
 7. Why must they have water?
 8. Which is the prettiest kind of flower in this garden?
 9. What birds live in the garden?
 10. Tell me something else about the garden.
- Etc.

IV. Games.*(a) Cricket :*

1. Why are there eleven on each side at cricket ?
 2. Why is the pitch twenty-two yards long ?
 3. Why are there three stumps and not four or two ?
 4. Why is the bat spliced ?
 5. Why should we not use tennis-balls for cricket ?
 6. Why should we bowl over-arm ?
 7. In what different ways can a batsman be got "out" ?
 8. Why should we play cricket ?
 9. Give me some good advice to help me to play well.
 10. Tell me something else about cricket.
- Etc.

(b) Football ("association") :

1. Why should there be eleven on each side at football ?
 2. Why should there be five forwards and only one goal-keeper ?
 3. How big is a football ground ?
 4. Why is the football hollow ?
 5. What happens if you touch the ball with your hand ?
 6. What happens when the ball goes over the side lines ?
 7. What happens when it goes behind the goal line ?
 8. What does the referee do ?
 9. Give me some good advice to help me to play football well.
 10. Tell me something else about football.
- Etc.

(c) Hockey :

1. Why should we not use a football for hockey ?
 2. Why should we not use a tennis-ball for hockey ?
 3. Why should we not use a tennis-bat for hockey ?
 4. How long is a hockey-stick ?
 5. How much does it weigh ?
 6. Why may we not use both sides of it ?
 7. Why is the handle bound with string ?
 8. Do you like hockey better than football ?
 9. Is it more, or less, dangerous ?
 10. Tell me something else about hockey.
- Etc.

(d) Tennis :

1. Why should we not use a cricket-ball for tennis?
 2. Why cannot five or six people play instead of four?
 3. How big is a tennis-court?
 4. Is it as good a game as cricket?
 5. Is it as good as football or hockey?
 6. What is the best kind of ground to play on?
 7. What is the cost of a good bat?
 8. Why is it called "lawn" tennis?
 9. Is it a good game for women?
 10. Tell me something else about tennis.
- Etc.

(e) Polo :

1. Why do you like watching polo?
 2. How is the game played?
 3. Why is it called "the sport of kings"?
 4. Which races of Indians sometimes play it very well?
 5. Why cannot poor men play polo?
 6. Is it a dangerous game?
 7. What must a polo-pony be?
 8. Why is it a good thing for soldiers to play polo?
 9. Tell me something about any polo-match you have seen.
 10. Tell me something else about polo.
- Etc.

V. Trades and Professions.*(a) The sailor :*

1. Should sailors be very well paid?
 2. What are the drawbacks of a sailor's life?
 3. What are its advantages?
 4. Why are sailors usually very healthy?
 5. Can they easily save money if they wish to?
 6. Would you like to be a sailor?
 7. What kind of ship or boat would you like to go in?
 8. What does a ship's captain have to know?
 9. Tell me about some great sailors.
 10. Tell me something else about a sailor's life.
- Etc.

(b) The soldier :

1. Would you like to be a sepoy in the army ?
 2. What are the hardships of a soldier's life ?
 3. What are the good points about it ?
 4. Where do some of the sepoy regiments go out of India ?
 5. Where are Hongkong and Aden ?
 6. Do any sepoys ever go to any part of Persia ?
 7. Which Indian races make the best cavalry, and why ?
 8. Why should a soldier have a pension ?
 9. When do soldiers get medals ?
 10. Tell me something else about a soldier's life.
- Etc.

(c) The lawyer :

1. Would you like to be a pleader ?
 2. What is the difference between a pleader and a barrister ?
 3. Would they get much work if men were wise and honest ?
 4. Would you rather be a judge, a pleader, or a barrister ?
 5. Why should we have pleaders at all ?
 6. Are good pleaders well paid ?
 7. Is it difficult to become a pleader ?
 8. What must one do to become a barrister ?
 9. How do lawyers become judges ?
 10. Tell me something else about pleaders.
- Etc.

(d) The doctor :

1. Do you think the doctor's is the noblest profession of all ?
 2. What do doctors learn at their colleges ?
 3. What is a surgeon ?
 4. Would you like to be a doctor ?
 5. How does one become a doctor ?
 6. Should doctors be well paid ?
 7. What is a "specialist" ?
 8. What is an eye-doctor called ?
 9. What is a tooth-doctor called ?
 10. Tell me something else about doctors.
- Etc.

(e) The clerk :

1. Would you like to become a clerk ?
2. What must one know to be a good clerk ?

3. Should clerks study shorthand ?
4. Why is type-writing better than ordinary writing ?
5. What are the disadvantages of a clerk's life ?
6. What are its advantages ?
7. What pay do clerks get ?
8. What different kinds of clerks are there ?
9. Which kinds of clerks are the best paid ?
10. Tell me something else about a clerk's life.
Etc.

B

32. General Conversational Questions.

Exercise 32

Let Class say the question simultaneously and each boy endeavour to give a good (idiomatic) complete answer. Select the best answer (or supply one if none are suitable) and let Class repeat the answer simultaneously.

Have both positive and negative answers where possible, and the latter with, and without not

1. How do you do ?
2. Where do you live ?
3. What is your address ?
4. How old are you ?
5. What is your father ?
6. What was your grandfather ?
7. What is the time ?
8. Who are you ?
9. What do you want ?
10. Where are you going ?
11. What is this building ?
12. Why is it called a school ?
13. Why do boys wish to be educated ?
14. What will you be when you grow up ?
15. Why will you go to college ?
16. What is his trade ?
17. Is he in business ?
18. What is his business ?
19. Is he out of work ?
20. Does he want work ?

21. Where do you work ?
22. How many men are there at work ?
23. Does he employ many men at his works ?
24. What is his profession ?
25. Does he belong to one of the Services ?
26. Is he in service ?
27. Will you do me a service ?
28. Will he enter your service ?
29. Have you a servant ?
30. What is the weather like in Bombay ?
31. Do you like the climate of this place ?
32. Was it fine while you were there ?
33. { Did it rain much ?
Was there much rain ?
Did much rain fall ?
34. What did he say to you ?
35. What has he told you ?
36. What did he call you ?
37. Will he call on you for help ?
38. Have you called at his house ?
39. Does your servant call you early ?
40. What did he ask you ?
41. What did he ask of you ?
42. Shall you ask for him at his office ?
43. What did he advise you to do ?
44. Can you give me some advice ?
45. Shall you present him with a book ?
46. Do you expect a present ?
47. Was he present this morning ?
48. Did he do this in your presence ?
49. Did he answer you ?
50. What was your answer ?
51. Shall you reply to his letter ?
52. Have you had a reply ?
53. Did he talk to you ?
54. May I have a talk with you ?
55. Have you written to him ?
56. Have you been there ?
57. Did you ever go there ?
58. Had he been here long when I arrived ?
59. Was he gone yet ?
60. Shall you come to-morrow ?
61. Will you lend me a rupee now ?

62. Shall he be brought before you at once ?
63. Will you come here a year hence ?
64. Is he a mischievous boy ?
65. Will you wait for me ?
66. Shall you await his answer ?
67. Could you hardly do it ?
68. Did you try hard ?
69. Was he reading aloud ?
70. Can you shout loudly ?
71. Did he come late ?
72. Has he been lately ?
73. Did you find the hospital ?
74. Will he found a hospital ?
75. Has the bird flown away ?
76. Has the river always flowed in this channel ?
77. Who flew his kite to-day ?
78. Did water flow through this nullah last year ?
79. Did he speak to you ?
80. Did he speak the truth ?
81. Did he come here ?
82. Did you do it ?
83. Will you come soon ?
84. Did he come quickly ?
85. Did you enjoy yourself ?
86. Have you enjoyed your holiday ?
87. Where were you born ?
88. Which is your native place ?
89. Where is your home ?
90. { What is your caste ?
 { To which caste do you belong ?
91. Has he lived here for several years ?
92. Has he lived here ever since last year ?
93. Has he ever been here since last year ?
94. Has he never come here since I went away ?
95. Will you help me since I cannot help myself ?
96. Tell me what you did yesterday evening.
97. Tell me what you did on Sunday.
98. Tell me what you would do if I give you a holiday to-morrow.
99. Tell me how you would spend this rupee if I gave it to you.
100. Tell me a little story about anything you like.

Exercise 33.**HOW, WHY, WHEN, WHERE, ETC.**

Let Class repeat question simultaneously and each boy offer an answer. Select the best (or furnish one if necessary) and have it repeated simultaneously. Make the distinction between " how " and " why " very clear.

1. How are you ?
2. How do you do this ?
3. How is your father ?
4. How did you come to school ?
5. How is it that you are late ?
6. How is your tooth-ache ?
7. How far has he gone ?
8. How do you know ?
9. How did he seem ?
10. How does he support himself ?
11. How do you feel now ?
12. How will you get there ?
13. How did our team play ?
14. How did you break the glass ?
15. How much money have you ?
16. How many books have you ?
17. How can I help him ?
18. How did he behave ?
19. How long have you been here ?
20. How long is the line ?
21. How shall you reply to his letter ?
22. How do you like this place ?
23. How do you like mangoes ?
24. How is your horse now ?
25. How is the garden looking this weather ?
26. Why do we come to school ?
27. Why are you late ?
28. Why has he gone ?
29. Why was our team beaten ?
30. Why did you break the glass ?
31. Why should I help him ?
32. Why did he behave thus ?
33. Why shall you reply to his letter ?
34. Why do you like this place ?
35. Why are you crying ?

36. Why were you absent yesterday ?
37. Why do you stand up ?
38. Why don't you stand up ?
39. Why have you come to Bombay ?
40. Why did you do this ?
41. Why didn't you do this ?
42. Why are the doors and windows open ?
43. Why should he receive a prize ?
44. Why is the train so late ?
45. Why do we wear boots ?
46. Why did his father punish him ?
47. Why has he left the school ?
48. Why were you not promoted ?
49. Why should we have holidays ?
50. Why should we bathe daily ?

51. When did you come ?
52. When will you go ?
53. When did he die ?
54. When were you born ?
55. When will the rains break ?
56. When did this lesson begin ?
57. When will it end ?
58. When will the holidays commence ?
59. When will they end ?
60. When did you see your father ?
61. When does the post go out ?
62. When is the next delivery ?
63. When did you get up this morning ?
64. When will you go to bed ?
65. When is the best time to work ?
66. When is the best time to play ?
67. When is the weather hottest here ?
68. When do you dine ?
69. When do you have your breakfast ?
70. When did he tell you this ?
71. When will it be dark ?
72. When does the sun rise ?
73. When are you to be married ?
74. When will you repay me ?
75. When shall we meet again ?

76. Where were you yesterday ?
77. Where were you educated ?
78. Where did you work last ?
79. Where is your native place ?
80. Where is your family living ?
81. Where are you living now ?
82. Where are you working now ?
83. Where does he earn his living ?
84. Where are you hurt ?
85. Where is his school ?
86. Where does he go to school ?
87. Where are your parents ?
88. Where can I get water ?
89. Where is the bazaar ?
90. Where shall we go this evening ?
91. Where will the next match be played ?
92. Where are your books ?
93. Where is Calcutta ?
94. Where does this tram go ?
95. Where are we now ?
96. Where have you got to in this book ?
97. Where does the Ganges rise ?
98. Where would you like to live ?
99. Where shall you go in the holidays ?
100. Where are all your friends ?
101. Who is there ?
102. Who is your teacher ?
103. Who spoke ?
104. Whose is this book ?
105. Whose friend are you ?
106. Whom do you want ?
107. Which is your class ?
108. Which of those gentlemen is your teacher ?
109. Which boy spoke ?
110. Which of these do you want ?
111. Which is yours ?
112. What do you say ?
113. What is this ?
114. What is the matter ?
115. What can you do ?
116. What is his request ?

C

32A. Written Conversation.

1.

Stationer. Good morning, Sir.

Customer. I want some good note-paper. Will you please show me some ?

Stationer. Yes, Sir; are any of these kinds suitable ? [*Shows a few varieties.*]

Customer. These are all coloured sorts. I want white paper.

Stationer. Here is 'thin white,' Sir.

Customer. It is rather too thin.

Stationer. I can give you a thicker sort, Sir. [*Hands over a box of thicker paper.*]

Customer. Yes, this will do. Here is a five-rupee note. Can you give me change ?

Stationer. Thank you, Sir ; here is four rupees, four annas, change.

2

Hasan. [*Taking out his watch.*] What's the time, by your watch, please ?

Abdul. I make it eight minutes past ten.

Hasan. It's quarter-past ten by my watch. I am afraid yours loses.

Abdul. Oh, no ! your watch is seven minutes fast. I know my watch is a good time-keeper ; it keeps time to a second. I wind it regularly, and get it cleaned every year. You can always rely upon these watches.

Hasan. You are right. There's the tower-clock striking quarter-past ten. Where did you get your watch ?

Abdul. I got it from Thornley's for Rs. 250. It is Swiss made and cheap at the price. It would be cheap at any price.

Hasan. It is time for me to go. I have an appointment for half-past ten, and it won't take me less than a quarter of an hour to reach my friend's office unless I take a taxi. So I must hurry up. Good-bye.

Abdul. Good-bye ! Hasan.

Exercise 32a.

1. Write a dialogue based on the fable of "The Ant and the Cricket." [Part II. Ch. 5.]
2. Write, in dialogue form, the fable of "The Hare and the Tortoise." [Part II. Ch. 2. No. 67.]
3. Write a dialogue based on the fable of "The Wolf and the Watch-dog." [Part II. Ch. 2. No. 70.]
4. Imagine you are at a bookseller's inquiring for a good edition of "The Arabian Nights."
Write the conversation supposed to take place between you and the bookseller.
5. Imagine you are at a jeweller's where you wish to buy a watch.
Write the conversation supposed to take place in this case.
6. You are supposed to have placed an order with a shoe-maker for a pair of shoes. You are now inquiring whether they are ready.
Write the conversation between you and the shoemaker.
(a) Supposing you are satisfied with the shoes.
(b) Supposing the shoes are ready but do not fit you.
(c) Supposing the shoes are not ready.
7. You are at the tailor's, trying on your coat. It does not fit you well, and you suggest certain alterations.
Write the conversation between you and the tailor in this case.
8. Having bought an umbrella you find, on returning home, that it is slightly torn. The shop-keeper from whom you purchased it refuses to exchange it for a sound one, and you remonstrate with him.
Write the conversation supposed to have taken place between you and the seller.
9. You accompany a friend to buy a cricket bat.
Write the conversation supposed to take place at the shop you visit.
10. Having lost your railway season-ticket and reading an advertisement in a local newspaper about a season-ticket having been found, you go to the office of the paper.
Write the conversation supposed to take place between you and one of the clerks at the newspaper office.
11. You are at the police-station of your ward to lodge a complaint about the theft of an article (say, a pair of gold sleeve-links).
Write the conversation between you and the police officer in charge of the station.
12. Your headmaster sends for you, and asks you a number of questions about an incident supposed to have taken place yesterday in the school playground.

Write the actual words uttered by you and your headmaster during the interview. (Do not write a mere description of the affair.)

13. After witnessing a cricket match between your school-team and the team of another school, you are returning home. On your way you meet a school friend who inquires about the result of the match, and the individual performances of several players known to him.

Try and write a perfectly natural dialogue, such as might take place under the circumstances.

14. You have read in the evening-paper about a great disaster at sea. You meet a friend who knows nothing about it and to whom you communicate the appalling news. Supposing your friend to be of an impatient temperament and apt to interrupt you with all sorts of questions, reproduce the words spoken by each of you.

15. You are at the Victoria Station to meet your uncle who returns home after three years' stay in Calcutta. Supposing yourself to be the only person there known to him, give a detailed account of your interview in the actual words spoken by each of you.

16. You are driving through the streets of Bombay with an English friend just come from England to visit this country.

Reproduce the remarks of your friend and your replies thereto.

17. You are driving through the streets of Bombay with a relative who has never before visited a great city.

Write the conversation you would be likely to have, under the circumstances.

18. Write a dialogue on "The Advantages and Disadvantages of Town-life."

19. Write an imaginary conversation between two boys standing on the top of the Rajabai Tower, Bombay.

20. Write an imaginary conversation between two boys who have read "Gulliver's Travels" (or any other book) for the first time.

21. Write an imaginary conversation between two boys sailing in a boat in the harbour on a moonlight night.

22. Write an imaginary conversation between two friends discussing some topic of the day.

23. Write an imaginary conversation between two boys the evening before their examination.

CHAPTER VII.

DIRECT AND INDIRECT QUOTATIONS.

33. Suppose your teacher told you that you were a clever boy and you wished to convey this to your father, it is clear that you can do it in either of the following two ways:-

(1) Father, my teacher said to me, "You are a clever boy."

(2) Father, my teacher told me *that I was* a clever boy.

In (1) you have repeated your teacher's *exact* words, and to make it plain that you have repeated *his very words*, you put them between quotation marks (inverted commas). The words quoted are said to be in *Direct Quotation*.

Note carefully that (a) the direct quotation should be put between inverted commas,

that (b) the direct quotation should be separated from the remainder of the sentence by a comma,

and that (c) the *first* word of the direct quotation should begin with a capital letter.

In (2) instead of quoting your teacher's words, you repeat in your own words what he said. The words thus repeated are said to be in *Indirect Quotation*.

Note carefully that (a) in this case, in place of the inverted commas, the word *that* is used,

and that (b) the indirect quotation necessitates some changes, mainly in *the person of the pronoun and the tense of the verb.*

These changes are illustrated in the following examples which should be carefully studied.

Direct Quotations.

Indirect Quotations.

- | | |
|--|---|
| 1. The teacher says,
"Good boys prepare
their lessons well." | 1. The teacher says that
good boys prepare
their lessons well. |
| 2. Rama, Krishna says,
"Rama is to go
away." | 2. Rama, Krishna says
that you are to go
away. |
| 3. Do you remember,
uncle, you said to
me the other day,
"When you pass
your examination I
shall give you a
gold watch?" | 3. Do you remember,
uncle, you <i>promised</i>
me the other day
that when I passed
my examination
you would give me
a gold watch? |
| 4. He said to his servant,
"Wait <i>here</i> till I
return." | 4. He ordered (or told)
his servant to wait
<i>there</i> till he return-
ed. |
| 5. Govind said to
Vishnu, "How did
you cross the river
yesterday?" | 5. Govind asked Vishnu
how he had crossed
the river the previ-
ous day (or the day
before). |

- | | |
|---|--|
| 6. The other day my friend said to Kaku. "Will you lend me some money?" | 6. The other day my friend <i>requested</i> Kaku to lend him some money. |
| 7. The teacher said to us, "Make good use of your time." | 7. The teacher <i>advised</i> us to make good use of our time. |
| 8. John said to me, "Will your father see me <i>to-morrow</i> ?" | 8. John asked me <i>if</i> my father would see him <i>next day</i> . |
| 9. I could not help exclaiming, "What a beautiful bird <i>this</i> is!" | 9. I could not help exclaiming that <i>that</i> was indeed a beautiful bird. |
| 10. On the road he said to me, "Tell your father I am leaving Dacca <i>to-day</i> ." | 10. On the road he asked me to tell my father that he was leaving Dacca <i>that day</i> . |
| 11. "What is a zebra," asked the teacher. | 11. The teacher asked what a zebra <i>was</i> . |
| 12. Father, going along the road last night, I met your friend who <i>said</i> , "How is your father? Pray remember me to him." | 12. Father, going along the road last night, I met your friend who <i>inquired</i> how you were and asked me to remember him to you. |
| 13. "How can I make the water muddy," said the lamb to the wolf, "for the stream runs from you to me?" | 13. The lamb asked the wolf how it could make the water muddy, since the stream ran from him to itself. |

- | | |
|--|--|
| <p>14. Pesi said to Keki, "I am right."
Pesi said to Keki, "You are right."</p> <p>15. The teacher wrote on the board, "The earth revolves round the sun."</p> <p>16. The man was angry with his servant and said, "Why have you again disturbed me in my sleep? I have told you before that when I am asleep, you should not wake me. Leave my service and don't let me see your face again."</p> | <p>14. Pesi said to Keki that he (Pesi) was right.
Pesi said to Keki that he (Keki) was right.</p> <p>15. The teacher wrote on the board that the earth revolves round the sun.</p> <p>16. The man was angry with his servant and inquired of him why he had again disturbed him in his sleep. He <i>reminded</i> him that he had told him before, that he was not to wake him when he was asleep. He ordered him therefore to leave his service, and <i>forbade</i> him ever to let him see his face again.</p> |
|--|--|

34. Observations on the above.

1. "Says" is the reporting verb. Note that the tense of the reporting verb never changes.
2. Notice the change: "Rama" to "you."
3. Here two important changes are noticeable:—
 - (1) the change in the person of the pronoun,
 - (2) the change in the tense of the verb.
4. Here an *order* is given to the servant, hence the reporting verb "said" is changed to "ordered."
5. Notice that the interrogative form vanishes, and with it the note of interrogation; also "yesterday" is changed to "the previous day."

6. A request is made, hence the reporting verb "said" is changed to "requested."
8. Note the use of "if" when a question is to be reported.
13. When the direct question is broken into two parts, each part should be enclosed by quotation marks. Note that the first word of the second part of the quotation does not begin with a capital letter.
14. When, as here, it is not clear whom "he" refers to, the name of the person meant is inserted after "he."
15. The statement "The earth revolves round the sun" is always true, therefore no change is made in the tense.

The student must be shown that the tense of the verb is changed according to the rules of the sequence of tenses.

To thoroughly understand the change in the person of the pronoun, he must be given some class practice as suggested below. Make the first boy (Rama) tell what he sees coming to school, what he does in the school, who is sitting by him, etc.

Let the second boy (Hari) report to you what Rama has just said. For instance :

Rama to Hari. I am attending to my lessons.

Hari to the teacher. Rama says that he is attending to his lessons.

Rama to Hari. I do not like you.

Hari to the teacher. Rama says that he does not like me.

Rama to Hari. Give me your book.

Hari to the teacher. Rama asks me to give him my book.

Exercise 34.

Let Class repeat the following sentences in indirect speech:-

1. Keki said, "I am very thirsty."
2. The boy replied, "I do not know my lessons."
3. The child said, "I am here."
4. The rich man said, "I give some money to the poor daily."
5. The child answered, "I can see the star."
6. He says, "I feel rather cold."
7. She said, "I like you."
8. My friend Babu said, "I am going home."
9. He said, "I was feeling very sad at the time."
10. Govind said, "I am your friend."
11. I replied, "We have been working for hours."
12. He said, "She passed the examination last year."
13. The boy stood up and said, "I have finished my lessons."
14. The teacher said to me, "Where do you live?"
15. They all say, "You were mistaken."
16. The teacher said, "To-morrow is a holiday."
17. He said, "I saw this beggar long ago."
18. He said to me, "I am coming."
19. My brother said to me, "You may read the letter?"
20. Govind said to Rama, "Where is Hari?"
21. I said to my butler, "Pack my bag."
22. She said, "What does he want?"
23. Ratan said to me, "I shall accompany you to-morrow."
24. Dhondu said, "I cannot do this just now." [Change "now" into "then."]
25. The pupil said, "I do not understand this sum."
26. Dadi said, "I have received a letter from my uncle."

Exercise 35.

Let Class repeat the following sentences in indirect speech:-

1. He said, "The blind beggar died yesterday."
2. The general said to his soldiers, "Shoot."
3. My friend met me one night, and said, "Who are you?"
4. I answered, "Do you not know me?"
5. He called to the coachman, "Drive on."
6. The teacher said, "Be quiet."
7. The girl said, "How cold this water is!"
8. "Where shall we go?" said the children to their father.
9. The master said to the servant, "Open the door quickly."

10. On the road he said to me, "I am leaving Dacca to-day."
11. The magistrate will say to you, "You are not guilty."
12. "Come and see me to-morrow morning," said Rama to Hari.
13. John said to his teacher, "Pardon me, Sir."
14. My father asked me, "Why did you not go to school?"
15. He said, "What a fool I have been!"
16. "Just come with me to the river," said Bibu to Kaku.
17. The teacher said to me, "Where does your uncle live?"
18. The other day my father said to me, "Love your enemies."
19. The teacher said "Why do you laugh?"
20. The sick man grew tired and said, "What a long day it has been!"
21. The witness replied, "I do not know where he is"
22. Ganpat cried out to us, "Will you tell me where my brother is?"
23. The professor ended his lecture, saying, "We have proved that the earth is round"
24. The headmaster said to me, "Remain where you are."
25. My father inquired, "Do you know when the doctor will come?"
26. Rama said, "Will you come with me?" [Change "come" into "go."]

Exercise 36.

Let Class turn the following sentences into indirect speech orally —

1. He said to me, "Where did you learn to ride so well?"
2. My friend said to me, "Can you guess what the time is?"
3. He shouted, "Would that I were dead!"
4. My grandfather said to me, "What do you see there?"
5. Our drill-master gave the order, "Right, turn."
6. He said, "What a foolish boy am I to act thus!"
7. I said to him, "How old is your brother?"
8. My friend grew angry with me, and cried out, "What do you mean?"
9. The patient said to the doctor, "Do you know, last night I kept awake?"
10. When the train started, I said, "Good-bye, my friend."
11. He said, "How much does the book cost?"
12. He exclaimed, "What a strong arm the blacksmith has!"
13. "Has this cat a name?" said the child to its father.

14. The old man said to the little girl, "Won't you tell me your name?"
15. The old man said, "May God bless you, my boy."
16. He got angry and said to his servant, "Do as I bid you."
17. The man cried out, "How very ungrateful of my cousin!"
18. The child said, "How many birds are there in the nest?"
19. The station master said to them, "The train is gone, you are late."
20. My cousin writes to me from Poona, "Much rain fell yesterday, and it is raining still."
21. I said to my friend, "Please give me that book to read."
22. My father said to my elder brother to-day, "Be honest."
23. The traveller said to me, "Which is the shortest way?"
24. The teacher said to me, "Never go with this bad boy."
25. Manu said to him, "Are you going to Poona to-day?"
26. The servant informed us, "The train starts at 3.30 P. M.", and added, "All must return home before it strikes six."
27. The mother said to the little child, "Take care! You will fall down."
28. I said, "Thank you, I am quite well. How are you?"

Exercise 37

Let Class change the following from direct to indirect —

1. The tortoise said to the hare, "If you will have a race with me I shall beat you."
2. "Where are you going?" said the wolf to the little girl.
3. "I never saw such a lovely bird in my life," said the fox.
4. "I cannot spoil the water," said the lamb, "for the stream runs from you to me."
5. "Who will bell the cat?" asked an old gray mouse.
6. "Then, when the chickens are sold," she said to herself, "I shall buy a new dress, which will make me look very nice."
7. The ill-natured dog replied, "Since I cannot eat it myself, no one else shall have it."
8. The man said to the sailor, "If I were you, I would not go to sea."
9. When the chestnuts were quite ready to eat, the monkey said to the cat, "Pull the chestnuts away from the fire, for your paws are exactly like our master's hands."
10. "Why did you not store up food during the summer?" said the ant to the grasshopper.

11. My friend said to me, "Why have you kept me waiting when you knew I was in such haste to go?"
12. "Father," said the boy, "why do you beat me?"
13. The man who had stolen it, said, "No! I bought this dog a hundred miles from here."
14. "Will you give me lodging for one night?" asked the weary traveller. "Yes," said my father, "you are very welcome."
15. The ox said to the dog, "Why do you prevent me from eating my hay? It is useless to you, for you cannot eat it yourself."
16. A mouse said, "Let us hang a bell round the cat's neck."
17. The lion and the bear cried out, "How foolish we have been to take all this trouble to feed the fox!"
18. The fox went off saying, "The grapes are sour! I would not touch them if they were lying on the ground."
19. "Take my advice," said the fox to his friends, "and cut off your tails."
20. "Come inside, my friend," said the lion to the fox, "and let us have a talk together."
21. A man once came to a famous general and said, "I have invented a bullet-proof coat. Will you test it?"
22. "Ah, my friend," he said, "you have lost your own life and ruined me."
23. "O, mother," he said, "I have seen such a big, big beast." "Big!" cried the old frog, "How big?"
24. The servant found out what he had done, and rushing to his master, said, "Sir! I have given you a dose of ink. What shall I do?"
25. "If your voice," said the fox to the crow, "is as fine as your feathers, how sweet it must be! Do please sing me a song."

Exercise 38.

Report in your own words the conversation you had with your friend to-day.

Write an account of a holiday you spent with your friend, giving, in indirect speech, the words you and your friend used.

CHAPTER VIII.

PUNCTUATION, CAPITAL LETTERS, ETC.

35. The best composition in the world would be worthless if not properly punctuated. The omission or wrong use of commas and full stops may make nonsense or entirely different sense from what the writer intended.

For instance :

Cæsar entered : on his head his helmet, on his feet his sandals in his right hand his sword, upon his brow a frown, etc.

is a very different thing from

Cæsar entered on his head, his helmet on his feet, his sandals in his right hand, his sword upon his brow, a frown, etc.

although the actual words are the same.

Punctuate, when by doing so, you can make your meaning clearer.

36. There are four means of punctuation, *viz.* the Comma, Semicolon, Colon, and Full Stop, representing pauses of varying length.

The **Comma** is used whenever a slight pause would be made in the reading of a sentence for reasons of sound or sense ; as,

He is, in my opinion, a man of good character.

We want help, not sympathy.

Before we could enter, the gate was closed.

The above general rule includes the following special rules :—

The **Comma** is used

- (1) to separate two or more of the same parts of speech that come together; as, "Rama, Krishna, Govind, and I met an old, poor, blind beggar."
- (2) before and after words in apposition; as, "Akbar, the greatest of the Mogul emperors, favoured intermarriages."
- (3) to mark off the nominative of address; as, "Rama, stand up."
- (4) to separate the participial phrase; as, "Having done my lessons, I went to bed."

Exercise 39.

Let Class insert commas in the following sentences where necessary :—

1. Where are you going John ?
2. I always found Rama polite obedient and honest.
3. Govind the eldest son has left our school.
4. We gave the poor man food clothes money and work.
5. The children fond of play returned home late.
6. Gentlemen I thank you heartily.
7. The king riding on a fine horse led the attack.
8. Bombay the capital of Western India is noted for its fine harbour.
9. Apples peaches oranges and mangoes are sold in this market.
10. He is moreover an all-round player.
11. I will try my best to help you my friend.
12. Above before behind and all around were unseen dangers.
13. I am on the whole pleased with his work.
14. On entering the house I found him breathing hard.
15. One cold winter night a traveller knocked at the door.
16. I do not know how why when or whence he came.
17. If you take my advice you will work hard.
18. The prisoner strongly guarded by the police was taken to the High Court.

19. Govind will no doubt follow your advice.
20. My father having read the newspaper and eaten his breakfast, went to his work.
21. Rich and poor young and old masters and servants were to be seen at the fair.
22. My boys before going home you should put your books pens pencils and slates in your bags.

37. The **Semicolon** is used to mark a greater change, in the sense, as between sentences that are closely connected. Thus: A rogue I hate; a fool I despise; a weakling I pity; an honest man I love.

[Very junior boys might be allowed the use of full stops in place of semicolons.]

The **Full Stop** is used at the end of a *complete* sentence.

[Note. At the end of interrogative and exclamatory sentences we use the note of interrogation and the mark of exclamation respectively.]

38. Capital letters are used:—

1. At the beginning of every new sentence.
2. At the beginning of every line of poetry.
3. For the pronoun "I."
4. For proper nouns, and adjectives formed from them.

[Note. Names of the days of the week and the months of the year and of festivals begin with capital letters.]

5. At the beginning of a quotation and for interjections.
6. For degrees, titles, etc., as, B. A., His Excellency the Governor, Sir ——— Baronet.

DIVISION OF WORDS INTO SYLLABLES.

39. Words of one syllable must on no account be divided into two parts by a hyphen. Thus, for example, *friend* cannot be divided into *fri-end*.

Words of more than one syllable may be divided so that each syllable begins, as far as the pronunciation allows, with a consonant. Thus, *in-ten-tion*, *de-ter-mi-na-tion*.

[When two consonants come together, the division is usually made between them. Thus, *syl-la-ble*, *ac-com-mo-date*.]

Exercise 40.

Let Class divide the following words into syllables :

[Pay great attention to correct stress (or emphasis) e. g., can-ál and not cán-al, per-fór-m, and not pér-form.]

Consider, elbow, e'lectric, market, nostril, object, occasion, offer, ointment, oppress, gentle, grammar, success, possible, fairy, educate, either, marry, imperial, involuntary, material, Indian, blanket, beautiful, variety, between, monarch.

Note that the following are compound words and must not be written as two separate words :

Cannot, always, altogether, into, sometimes, something, everything, everybody, nothing, nobody.

SPELLING.

40. *Special attention must be paid to accuracy in spelling. For this purpose it is a good plan for each boy to keep a separate note-book in which to note down for revision the words mis-spelt by him in his composition lessons and dictation exercises.*

Exercise 41.

Let Class punctuate the following and insert capital letters where needed:—

1. akbar was born during his fathers exile at umarkot in scinde in 1542 on his accession he made bairam khan his mothers brother his tutor and guardian and under his guidance defeated hemu general of mahomed adil shah at the second battle of panipat 1556.

2. i poor miserable robinson crusoe being shipwrecked came on shore on this dismal unfortunate island i had neither food house clothes weapons nor place to fly to and feared that i should be devoured by wild beasts murdered by savages or starved to death for want of food at the approach of night i slept in a tree for fear of wild creatures but slept soundly though it rained all night.

3. there was once a king who had three sons two of them were wise and clever but the third was remarkably silent rather silly in manner and was never called by any other name than dumpling the king being old and weak and feeling his end approaching was undecided to which of his sons he should leave the crown therefore he proposed that they should travel and that whoever was able on his return to produce the most beautiful carpet should succeed to the throne after his death.

4. the chief events of lord northbrooks viceroyalty were the famine of 1873-74 in behar the formation of assam into a separate province under a chief commissioner 1874 the dethronement for misconduct of the gaekwar of baroda and the visit of the prince of wales to india in the cold weather of 1875-76.

5. there was once an old goat who had seven young kids whom she loved very dearly one day she wished to go into the wood to fetch some food so she called them all together and said my dear children i am going into the wood but while i am gone pray beware of the wolf if he comes in here he will devour you skin and all he often disguises himself but you will always be able to know him by his gruff voice and his black feet.

Exercise 42.

To be dictated without any help as to punctuation and capitals.

1. a father had two sons the eldest of whom was prudent and clever and able to do everything while the younger was dull unable to understand or learn and people who saw him said that he would prove a great burden to his father when anything was wanted it was always the elder who was called upon yet if his father asked him late or in the night to fetch something and the way lay through the churchyard or some lonely spot he would reply oh no father i cannot go there it makes me shiver and shake for he was afraid.

2. there was once a poor man who could no longer maintain his only son then said the son dear father things are so bad that i feel i am a burden to you i would rather go forth and seek some way of earning my bread his father thereupon gave him his blessing and with the greatest sorrow took leave of him.

3. androcles who had no arms of any kind now gave himself up for lost what shall i do said he i have no spear or sword no not so much as a stick to defend myself with.

4. i opened the boxes and to his surprise i counted out gold and coin to the amount of four hundred pounds not a bad legacy said mr wilson then you knew of this of course i answered i have known it for some time ever since the attempt to rob her.

5. one day walking together up a hill i said to friday do you not wish yourself in your own country again yes he said what would you do there said i would you turn wild and eat mens flesh again he looked full of concern and shaking his head said no.

6. - mr carson i want to speak to you for once and for all since i met you last monday evening i have made up my mind to have nothing more to do with you i know i have been wrong in leading you to think i liked you but i believe i didnt rightly know my own mind and i humbly beg your pardon sir if i have led you to think too much of me.

CHAPTER IX.

CORRECT ENGLISH.

SECTION I.

Necessary Grammatical Rules bearing on English Composition.

Note. It is assumed that these rules have been previously taught *inductively*. They are now *applied deductively* for exercise.

AGREEMENT OF SUBJECT and VERB.

41. A verb must be in the same number and the same person as its subject, as :—

I **am** running.

You **are** running.

On the table **are** two books.

This book, together with the other two, **is** very interesting.

There **are** five horses in the stable.

A knowledge of modern languages **is** necessary.

Not one of his children **is** intelligent.

Good news **is** always welcome.

42. Two or more singular subjects connected by *and* require a verb in the plural, as :—

Ganoo and he **have** played for a long time.

In the cage **were** a tiger and a tigress.

She and her uncle **have** arrived.

Three and two **make** five.

43. The verb must be singular, when two singular subjects are connected by *as well as*, as :—

The pupil *as well as* his teacher **is** industrious.

44. Two or more singular subjects connected by *either...or*, or *neither...nor* take a singular verb, as :—

Either Baboo or his brother **has** stolen the book.

[Either Baboo has stolen the book or his brother has.]

Neither Bhikoo nor Govind **is** aware of this.

But if the subjects are of different numbers or persons, the verb agrees with the nearest subject, as :—

Either you or I **am** in the wrong.

Neither the father nor his children **are** strong.

CASE AFTER “THAN” or “AS.”

45. The best way to find out if the correct case of the pronoun has been used after *than* or *as*, is to supply the words understood, *e. g.*, “He is taller than I” means “He is taller than I *am*.” The sentence is therefore correct. Study the following :—

No one can be more punctual than **I**.

Very few can do as much as **he** in such a short time.

I know how to do it as well as **they**.

He likes Rama more than **I** (*i. e.* more than I like Rama).

He likes Rama more than **me** (*i. e.* more than he likes me).

CASE AFTER “TO BE.”

46. The verb *to be* takes the same case after it as before it, as :—

It is **he** who said so.

I thought it to be **him**.

In the first case we have the verb *is* preceded by the *nominative* ‘it,’ therefore it is followed by the *nominative* ‘he.’ In the second case, the verb *to be* is preceded by the *objective* ‘it,’ therefore it is followed by the *objective* ‘him.’ Study the following correct sentences carefully :—

I am sure it was **he** who spoke.

It was you who said so, not **I**.

It was **they** who gave me these books.

He thought it was my friend and **me**.

A or AN.

47. The form "a" is used before a consonant and also before a vowel, if that vowel has a *yu* or *w* sound, as:—

A book. A year. A useful (*yuseful*) book.

A European. Such a one (*wun*).

The form "an" is used before a vowel and also before *h* when that *h* is silent, as:—

An apple. An hour. An island. An honest man.

But when *h* is sounded, we say:

A hospital. A history of India. A house. A horse.

A heavy load. A hundred rupees.

REPETITION OF ARTICLES.

48. When you wish to say, "I have two dogs, one black and the other white," write, "I have a black and a white dog." "I have a black and white dog" means that you have one dog which is partly black and partly white.

So "the secretary and the treasurer" means two persons; while "the secretary and treasurer" means one person holding both offices.

The following sentences are therefore correct:—

The manager and proprietor of this hotel is dead.

A black and a white dog were in the house.

The young and the old man were sitting together on the sofa.

DISTRIBUTIVES.

49. *Each, every, either, and neither* are "distributives," and the nouns, pronouns and verbs referring to them must be in the singular, as:—

Every **boy** of this class **is** obedient to **his** teacher.

Each of the boys **thinks** that **he** has done his best.

Is either of these books yours?

Neither of these **men** **is** innocent.

Each of the students **has** **his** own room.

Either of the **plans** **is** good.

Each **girl** and each **boy** **was** presented with a book.

50. When you are speaking of yourself and others, English idiom and also good manners require that you should name yourself last, as :—

My **brother** and **I** go out for a walk daily.

The man spoke to **him** and **me**.

RELATIVE and INTERROGATIVE PRONOUNS.

51. The relatives* *who* (nominative) and *whom* (objective) are used for persons only; while *which* (both nominative and objective) is used for things without life, and for animals, as :—

I like the boy **who** is industrious.

Here is the beggar **whom** we saw yesterday.

My father gave me a bat **which** was the best of all

What is the name of the dog **that** your father gave you?

I cannot guess **whom** he meant.

Use the relative "as" after the words "such" and "same."

Such men **as** are false to their friends should be avoided.

A book **such as** I want is costly.

This is the **same** kind of pen **as** yours was.

*The relative "that" may be used for "who," "whom" or "which."

Note the correct use of *who* and *whom* when they are interrogative pronouns, as :—

Who do you think spoke to me?

Whom do you think I met to-day?

Whom are you going to select as your captain?

About **whom** was he talking?

52. The relative pronoun must be in the same number and person as its antecedent, as :—

The two boys **who have won** the prizes are my friend's sons.

You are the boy **who is** to be blamed.

He is a man **who has fought** in many battles.

The boy and the girl **who are** there are blind.

This is one of the most difficult papers **that have** ever been set.

53. The relative pronoun should be placed as near as possible to its antecedent, as :—

The *boys* **who** had prepared their lessons carefully **were** given prizes.

USE OF TENSES.

54. Note carefully the use of tenses in the following sentences :—

'I **shall go** to school *to-morrow*.

I **arrived** five minutes *ago*,

(but) I **have just arrived**.

Yesterday I went to bed immediately after I **had prepared** my lessons.*

I **had finished** my lessons before he finished his.

I **had** no sooner **seen** the sight than I felt ill.

[No sooner had I seen the sight than I felt ill.]

SEQUENCE OF TENSES.

55. The past tense must *always* be followed by a past tense, as :—

My brother *told* me that he **saw** a zebra the other day.

Yesterday I *heard* that a man **was shot** on the road near my house.

He *said* that he **would come**.

I never *understood* why he **was** so cruel to me.

The teacher *said* that he **would take** that lesson.

He *said* that he **was going** home.

I *said* that I **would try**.

He *promised* me that he **would be** there that day.

I *said* that I **would write** to him when I *go*.

The present and the future tense may be *any* tense, as :—

I *know* th

He *pro*

Th

is **working** hard.

will **work** hard.

SHALL and WILL.

56. To form the future tense, use *shall* with the first person and *will* with the second and third persons, as:—

I **shall** catch cold.

You **will** be late.

He **will** see you to-morrow.

I **shall** be glad to see you.

I **shall** be obliged to dismiss you.

If I do not obey him, I **shall** be dismissed.

I am certain he **will** come.

Alas! I **shall** be drowned if nobody **will** help me.

If someone **will** not aid me, I **shall** starve.

Will used with the first person expresses determination, as:—

I **will** not go.*

Shall used with the second and third persons expresses order, threat, or promise, as:—

You **shall** not go.†

If you talk you **shall** be punished.‡

The first boy **shall** have a prize from the headmaster.§

Shall I come to-morrow?

When **shall** we have the pleasure of seeing you again?

Will you be patient? (*Request.*)

PARTICIPLES.

Whenever a participle is used, the noun or which it refers must also be mentioned, as:—

my friend, I went out to meet him.

on a gate, I was stung by a wasp.

scels were despatched been first carefully

ADJECTIVES : COMPARISON.

58. The comparative must be used when *only* it. things (or groups of things) are compared, as :—

Rama is the **wiser** of the *two* brothers.

Who is the **more intelligent**, Rama or Krishna ?

The superlative must only be used when *more than two* things (or groups of things) are compared, as :—

Africa is the **hottest** of the *five* continents.

This class contains *many* clever boys, of whom Balvant is by far the **cleverest**.

59. Remember to use the word “other” with the *comparative*, as shown below :—

Rama loved all his four sons, Babu, Tanu, Manu and Kaku ;

but Rama loved Babu more than all his **other** * sons.

Jane is wiser than all the **other** † girls of her class.

Shakespeare is greater than any **other** ‡ poet.

Iron is more useful than **any other** metal.

More rain has fallen in this than in **any other** month of the present year.

So :— He acted exactly as **any other** man would have done.

This horse, like **every other** horse, is a sagacious animal.

He is as intelligent as **any other** boy in the class.

SINCE, FOR; BEFORE, IN, WITHIN; AGO.

60. The word “since” is placed before an expression denoting some *point* of time, but never before an expression denoting some *period* of time, as :—

I have been ill **since** *Tuesday*,

but, I have been ill **for** *six days* (not, “since six days”).

* *Other* sons, because Babu must be excluded.

† If *other* is omitted, the sentence would mean : Jane is wiser not only than all the *other* girls, but also herself.

‡ *Other*, because Shakespeare is compared with *other* poets.

50. Be careful to use the correct tense with "since."
- E. 56. Exactly two months **have passed** *since* our teacher **died**.
 first Our school **has been closed** for vacation *since* yesterday.
 I **have been suffering** from fever *since* Thursday evening.

62. Say :—

You must finish this lesson **before** 5 o'clock.

I shall come **within** an hour.

I expect his letter **in** a week (*i.e.* at the end of a week).

63. Say :—

Vishnu joined the Elphinstone College three months **ago**.

VERY, MUCH.

64. "Very" can be used with adjectives and adverbs in the *positive* degree; "much" with those in the *comparative*, as :—

This stone is **very** heavy.

I feel **much** too weak to walk.

Why are you so **very** sad?

This table is **much** larger than that one.

He can run **very** quickly.

I can run **much** more quickly.

65. With *past* participles "much" (or "very much") is used, as :—

I am **much** obliged to you.

He will be **much** annoyed if you act thus.

You are **very much** mistaken in thinking so.

SECTION II.

Exercise 43.

r it.

Let Class study the following groups of sentences. Show that words in heavy type are correctly used.

A

1. A fee of fifteen rupees **was** paid to the doctor.
2. He is **an** African by birth, not **a** European.
3. Who is **taller**, you or I?
4. You know that as well as **I**.
5. Each of the four boys **has** a book before **him**.
6. I am very pleased with **this** kind of pictures.
7. He **said to** me that he was unwell.
8. He **told** me that he was unwell.
9. I am **very** happy to see you.
10. I have been reading **since** early morning.
11. I have been reading **for** three hours.
12. The hen has **laid** an egg.
13. The stone has **lain** here for a long time.
14. Yesterday I bought three **dozen** apples.
15. I have not had **any** breakfast this morning.

B

1. Near the fire the baby and the cat **were** playing.
2. The chairman and **the** secretary sat opposite each other.
3. This road is the **most** used of all.
4. Who spoke? Not **I**.
5. One must not boast of **one's** own doings.
6. My father says he will take **you, my cousin and me** to the fair. [Justify the order.]
7. If you speak the truth, I **shall** let you go.
8. Yesterday I **came** to see you.
9. This child has beautiful **hair**.
10. My book and Rama's are lost.
11. Have you heard of the Hundred Years' War?
12. He will return **home** to-day.

C

1. The cat as well as the dog **likes** milk.
2. **An umbrella** is a useful thing.

50. Of two men, he is certainly the **taller**.
 E. ... leads better than **he**.

56. Every **tree** is known by **its** fruit.

first I know **these** people.

7. Rama has been ill ever since he **left** our school.

8. I saw a large tree **lying** across the road.

9. This pen is bad, I must get **another**. [*Many pens.*]

10. (but) He ran from one end of the street to **the other**. [*Only two ends.*]

11. My father has ten **thousand** rupees.

12. He gave me a **five-rupee** note.

13. **Few** of the children are very intelligent.

14. How many friends have you? I have **a few** friends.

15. My father prefers books on science to **those** on mathematics.

16. (but) A ship made of wood is lighter than **one** made of iron.

D

1. My father or my mother **is** coming to see you.
2. The other day we saw a black and **a** white dog biting each other.
3. He is taller **than** and as strong **as** Babu.
4. Whom did you meet? **Him**.
5. None of the boys of this class knows **his** lessons.
6. Have you seen the Town Hall **of** Bombay?
7. (but) The pupil's progress is satisfactory.
8. The *two* boys are fond of **each other**.
9. (but) The *three* soldiers grew angry with **one another**.
10. My brother is superior **to** you in strength.
11. The **scenery** of the Ghauts is very pleasing.
12. Beggars have **little** money.
13. Young boys should be given only **a little** money.
14. I cannot say whether the ship was lost or **not**.
15. He lay unconscious for **an hour and a half**.

E

1. I saw **a** one-eyed man.
2. Who has the **larger** apple, you or your brother?
3. I am as tall as **he**.
4. Let each of us drink in **his** turn.
5. I am the boy who **is** selected as the captain.
6. **Will** you give me your address?
7. There let him **lie**.

8. Do not read the **whole** day, **like** your elder brother.
9. (or) Do not read the **whole** day **as** your elder brother.
10. We should respect **those** who are older and wiser than **us**, **praising** it.
11. I like well-polished **furniture**.
12. (or) I like these **pieces** of furniture.
13. This piece of cloth is **four yards and a quarter** long.
14. I am one of those who can do what **they** like.

F

1. Neither of these two boys **deserves** the prize.
 2. At the battle of Wandewash, **the** English defeated **the** French.
 3. Nelson was greater than **any other** sailor of his time.
 4. Everybody but **him** was ready.
 5. Nobody in **his** senses would do such a thing.
 6. I **have** not **eaten** anything since yesterday.
 7. **Going** to school very late, I found the doors closed.
 8. I called **at your house** yesterday.
 9. (or) I called **upon you** yesterday.
 10. You are junior **to me by** a year.
 11. (or) You are one year my **junior**.
 12. ***Gold** is more precious than **iron**.
 13. ***Chemistry** is an interesting science.
 14. ***Honesty** is the best policy.
 15. My father went to the bazaar to buy * **rice**.
- *Justify the omission of articles before the words in heavy type.

G

1. There **lives** in that house either a Parsi or a Hindu.
2. Dadiba is **an** honest boy.
3. We ate a great deal **more** than the others.
4. There is enough milk in this jug for you and **me**.
5. Each of the girls went up into **her** room.
6. Are you the boy that **has** done the mischief?
7. **Shall** I set the dog on the thief?
8. Let the books **lie** where they are.
9. I am **your obedient** pupil, Hari.
10. (or) I am **yours obediently**, Hari.
11. On meeting him, I said, "Good-evening."
12. Goldsmith's "Traveller" is a fine **poem**.
13. (or) Goldsmith's "Traveller" is a fine **piece of poetry**.
14. Do you know **how** to write an essay?

5th 5th mo
E. leads to

H

56. very ter of these two boys your friend ?
first one of the largest rivers of India is **the** Indus which enters **the**
R Indian Ocean near Karachi.
8. Will you let my brother and **me** go out for a walk ?
 4. Each person did **his** (or **her**) own work.
 5. I never saw such a man **as** he.
 6. I never saw a man **like** him.
 7. I did not attend the marriage ceremony because I **had** not **been**
invited.
 8. **Mr.** Dadabhoy N. Wadia.
 9. (or) Dadabhoy N. Wadia, **Esquire**.
 10. **The whole of** India is in deep grief.
 11. (or) **All** India is in deep grief.
 12. I **can** work this example.
 13. (or) I **am able** to work this example.
 14. The *ship* **sank**.
 15. (but) The *sailors* were **drowned**.
 16. Open your book **at** the first page.

I

1. Boy after boy **was** allowed to go.
2. Have you ever read **an** historical novel ?
3. Our school is better conducted than all the **other** schools.
4. I am sure that it is **he** whom I saw in the carriage.
5. This picture is one of the finest that **have** ever been painted.
6. If you **will** not aid this beggar, he **will** starve.
7. I cannot lift this stone **unless** you help me.
8. (or) I cannot lift this stone **without** your help.
9. **He**, with seven of his friends, lost **his** books.
10. The examination will begin **on** Monday.
11. I am **too** busy to talk with you.
12. (but) I am **very** busy to-day.

J

1. Nothing but cricket and novels **makes** him happy.
2. The climate here is as good **as**, or even better than **that of**
Mussoorie.
3. Let this be a secret between you and **me**.
4. I shall go by the 5-50 train. [Read, five fifty train.]

5. (but) I shall go by the **five o'clock** train.
6. This clever boy seldom or **never** makes a mistake.
7. Physical **work** strengthens the body instead of **weakening** it.
8. I do not like **either** of them, because **both** are dishonest.
9. (but) I do not like **any** of them, because all the **three** are dishonest.
10. Both the drawings are good, but yours is the **better**.
11. The tram-car is full, there is no **room** for any more.
12. I have a **bad** headache.
13. Please permit me to go home, as I am **ill**.
14. Columbus **discovered** America.
15. (but) Edison **invented** the phonograph.
16. He **refused** to leave the room.
17. (but) He **denied** having murdered the child.

SECTION III.

Exercise 44.

(i) Let Class insert **is, are, was, or were** in the places left-blank (orally) :—

1. The news of the departure of troops — expected.
2. The forest with all its trees — burnt.
3. Game after game — played.
4. The man with his wife and two children — drowned.
5. Everybody living near him — rich.
6. No one but his sister and him — admitted.
7. He told me that nothing but vegetables — sold in this bazaar.
8. Every one of the sailors — drowned.
9. He and not we — to be blamed.

(ii) Let Class supply the proper form of the verb indicated (orally) :—

1. He (*to go*) to Madras last week.
2. He (*to feel*) sad since his recent failure.
3. I (*to finish*) my lessons at 9 o'clock.
4. He worked hard that he (*to succeed*).
5. I wrote to him that I (*to see*) him to-morrow.
6. I (*to tell*) you this long ago.
7. Babu grieved much that he (*to fail*) thrice.
8. She has not smiled since her child (*to die*).
9. The teacher would have punished me if I (*to talk*) loudly.
10. The prisoners were carefully guarded lest any (*to escape*).
11. We returned home when the sun (*to set*).
12. I (*to write*) that letter before I went out.
13. The sepoy has — (*to ring*) the bell.
14. I have — (*to drink*) a great deal of water.
15. Let us begin our lessons, as the sun has — (*to rise*).

(iii) Let Class fill up the blanks with the appropriate word (orally) :—

very { It is — hot to-day.
much { This lesson is — easier.
 { That boy runs — slowly.
 { The blind beggar was — harassed by — wicked boys.

either { — of these three boys can do this sum.
any { — of these two boys can do this sum.

neither { — of these two boys can do this sum.
none { — of these three boys can do this sum.

since { I have not seen him — a long time.
for { I have been ill — yesterday.
 { I have been employed in this office — six months.
 { Six years have passed — my aunt died.

too { It is — hot to-day.
very { This stone is — heavy to be lifted with ease.
 { This servant is — honest.
 { I am — glad to see you in such good health.

(iv) Let Class fill up the blanks with the appropriate word (orally) :—

a { — horse is — noble animal.
the { Where is — book that I have lent you ?
 { My brother is — student in — Elphinstone College.
 { He is — best boy.

who { — do you think met me ?
whom { Tell me — you saw.
 { — did you see ?
 { — is to be the captain of your team ?
 { By — is it written ?
 { For — are you painting this picture ?

than { It is — hot to-day as yesterday.
as { He was more popular — but not so much esteemed — his predecessor.
 { You are as good — or, better — — (he or him).
 { The number of rude stone monuments in India is probably as great — or greater — — found in Europe.

(v) *Let Class fill up the blanks with suitable words (orally) :—*

1. This is a long paper. Have you completed --- ?
2. The soldiers marched from one side of the plain to ---- ---.
3. The people of the West are usually taller than --- of the East.
4. Neither he --- his brother has called on me.
5. I have neither written to him a letter --- spoken to him.
6. One must keep --- promise.
7. Everyone has --- faults.
8. Not one of the players injured ---.
9. Everybody is discontented with --- lot in life.
10. The length of this wall is greater --- --- the other wall.
11. The population of Calcutta is larger --- --- --- Bombay.
12. No sooner had he reached home --- he found his child dead.
13. Scarcely had we gone out --- it began raining.

SECTION IV.

The Order of Words and Phrases.

66. If the words or phrases of a sentence be carelessly arranged, the sentence will often be ambiguous, and sometimes even meaningless.

Exercise 45.

Let Class distinguish between :

{ Here is the fat boy's dog.

{ Here is the boy's fat dog.

{ I was taken by a friend to see a picture.

{ I was taken to see a picture by a friend.

{ The first three boys in my class got prizes.

{ The three first boys in the three classes of my school got prizes.

67. The position of "only" requires special care.

Exercise 46.

Let Class explain the following sentences :-

{ Only I lived in that house for three months.

{ I lived only in that house for three months.

{ I lived in that house for only three months.

{ It costs only one pice.

{ Only cricket is played here.

{ Breathe only through the nose in cold weather.

68. Note the position of "not only" and "neither" in the following sentences :—

He was the winner *not only* of the gold medal but also of the scholarship.

He is willing *neither* to sell the book nor to lend it.

69. The order of the italicised words in the following sentences should be noted :—

Both your hands are dirty.

He was busy *all the* day.

I love *all my* brother's children.

There is not *another city as large* as Calcutta in the whole of India.

There is not *as large a city* as London in the whole of India.

70. The qualifying phrases, etc. must be placed as near as possible to the subjects to which they refer.

Exercise 47.

Let Class re-write the following sentences, inserting the words in brackets in the right place :—

1. They built a theatre to accommodate five hundred people.
[ninety feet long]
2. In one hour I counted sixty-four carriages. [sitting near my
window]
3. I saw some boys going to school. [through the window]
4. I saw many dead soldiers. [riding across the plain]
5. The chair cost five rupees. [on which he sat]
6. He blew out his brains after bidding his wife farewell.
[with a gun]

SECTION V.

APPROPRIATE PREPOSITIONS.

Exercise 48.

71. *Mistakes in the correct use of prepositions will easily be avoided if the student's ear is trained by making him frequently read the following sentences with the necessary emphasis on the words in heavy type :*

A

1. He is very **fond of** reading novels.
2. Please be **kind to** my son.
3. I **prefer** riding **to** walking.
4. Be **careful about** what you say.
5. Be **correct as to** what you say.
6. Parents are expected to take **care of** their children.
7. His teacher was **angry with** him **for** his misconduct.
8. He wanted the **pardon of** the king.
9. The accused **begged for** mercy **from** the magistrate.
10. He **died of** fever.
11. He is **proud of** his birth.
12. He takes **pride in** his brother's success.

B

1. He **quarrelled with** me **over** a trivial matter.
2. The teacher was quite **satisfied with** the progress of his pupils.
3. I am **tired of** this humdrum life.
4. My father at once **warned me of** the danger.
5. He **prays to** God daily.
6. Many natives of India are **ignorant of** English.
7. Don't be **anxious about** the result of your examination.
8. He is **anxious for** your forgiveness.
9. The accused is **charged with** murder.
10. I have a great **contempt for** liars.
11. **That** rich man has no **pity for** his poor relatives.
12. Have **pity on** me.

C

1. He expressed his great **regret for** his past misconduct.
2. Will you **share** this piece of cake **with** me ?
3. The teacher began to **wonder at** his rapid progress.
4. I am not **afraid of** death.
5. The villagers were **alarmed at** the sight of the tiger.
6. I was not at all **astonished at** his rudeness.
7. Are you **aware of** the fact ?
8. Vithoba was **born of** rich parents.
9. Just then I was **busy with** my lessons.
10. Quinine will **cure you of** malaria.
11. I take great **delight in** swimming.
12. Who would not be **delighted with** such a reward ?

D

1. The robbers **deprived** him **of** all he had.
2. This flower is **different from** that one.
3. The teacher was **displeased with** me.
4. He has proved himself **faithful to** his master.
5. The soldiers were **fatigued with** travelling.
6. Every merchant should be **honest in** his dealings.
7. Sir, I was **ill with** fever.
8. Rama **informed** the teacher **of** his mother's sad death.
9. Govind proved himself **innocent of** the charge laid against him.
10. I live **opposite to** the town-hall.
11. **Apply** with testimonials **to** the superintendent.
12. Never **ask for** money.

E

1. The teacher **cautioned** Mathur **against** doing this.
2. Please **excuse** me **for** coming late.
3. Please **excuse** me **from** attending to-day.
4. **Fill** this jug **with** pure water.
5. This basket is **full of** mangoes.
6. All of us were **invited to** his wedding.

7. Never **jest at** a lame man.
8. Always **persevere in** (or **with**) your work.
9. The governor **presented** him **with** a medal.
10. My mother **prevented** me **from** going out in the sun.
11. The sailor was **rewarded with** a silver watch for saving life.
12. How much have you **subscribed to** the famine fund.

F

1. The artist **took** great **pains over** (or **with**) this picture.
2. He was **confined to** bed for several days **with** high fever.
3. **Distribute** these mangoes **among** those five children.
4. All the members of his family **sympathised with** him **on** his mishap.
5. All his friends **sympathised with** him **in** his trouble.
6. I was **accompanied by** my brother on my first voyage to England.
7. I am much **obliged to** you **for** the use of your dictionary.
8. Have you a **taste for** music?
9. I am sorry I cannot **agree to** what you propose.
10. I am sorry I cannot **agree with** what you say.
11. My father was **annoyed with** his servants for their dishonesty.
12. He was **annoyed at** that remark.

G

1. He **called to** me to come there.
2. The other day I **called on** him **at** his office.
3. The lady was **clothed in** a black gown.
4. He **complained of** pain in his right side.
5. The neighbours brought a **complaint against** him.
6. This book **consists of** 200 pages.
7. Charity **consists in** helping the poor, tending the sick, relieving the distressed.
8. This man **deals in** tea and coffee.
9. **Deal** faithfully **by** your master.
10. You must not **deal with** that dishonest merchant.
11. You may **trust** this man **with** your money.
12. Can I **entrust** my money **to** him

H

1. I hope I shall be **excused for** my absence.
2. My father has had much **experience in** teaching.
3. The dog **failed in** its attempt to jump over the wall.
4. I **felt glad at** his success.
5. We must be **grateful to** our parents **for** their many kindnesses to us.
6. I **grieve** very much **for** you.
7. I am **indebted to** him **for** many kindnesses.
8. I **inquired of** him **about** the matter.
9. The police are **inquiring into** the matter.
10. Do you take any **interest in** cricket?
11. My elder brother **introduced me to** his friend.
12. This officer has become **popular with** all classes.

I

1. Will you **join us at** football?
2. Will you **join in** our play?
3. The carpenter **joined** one piece of wood **to** another.
4. Do not **lean against** the door.
5. Our teacher never **listens to** trivial complaints.
6. His friend was much **moved by** his sad plight.
7. I have never been in **need of** medical advice.
8. Never be **negligent in** your work.
9. Govind **passes** daily **by** my door.
10. He **made mischief between** the friends.
11. My uncle has amply **provided for** his children.
12. The guests were **provided with** suitable lodgings.

J

1. Be **ready with** your defence.
2. What father would not **rejoice at** the success of his son?
3. The selfish man **rejoices in** his own welfare.
4. How can I have any **respect for** a dishonest person?
5. The assistant teacher is **responsible to** the headmaster **for** the discipline of his class.

6. The wicked king **revenged** himself **on** his subjects.
7. A **search for** the missing ornaments was made in every direction.
8. The police are **in search of** the thief.
9. It is impolite to **stare at** a person.
10. The little boat **struck on** a rock and sank.
11. The beggar was **supplied with** food and clothing.
12. I am accustomed to **bathe in** cold water.

K

1. Vanmali is **accused of** stealing a bicycle.
2. Are you not **ashamed of** yourself?
3. Don't **boast of** your cleverness.
4. He did not **succeed to** his father's throne.
5. Are you **acquainted with** this man?
6. My mother has a great **affection for** me.
7. Pay great **attention to** English.
8. The accused was **condemned to** death.
9. The rider lost **control over** his horse.
10. My friend has a great **desire for** wealth.
11. There is no **doubt of** his cunning.
12. Never feel **envious of** another's happiness.

L

1. He showed **envy at** his friend's success.
2. It was lucky that you **escaped from** there.
3. It was lucky that you **escaped with** a slight scar.
4. The learned professor delivered a **lecture on** radium.
5. I have no **leisure for** reading.
6. What has become of your **partnership with** him in the book-selling business?
7. Quinine is a **specific for** malaria.
8. Permanganate of potash is a proved **remedy for** snake-bite.
9. That wicked man never shows any **repentance for** his acts of cruelty.
10. He made a **request for** a loan of fifty rupees.
11. He made the **request to** me.
12. The British gained a **victory over** the French **at** the battle of Wandewash.

M

1. The boys were much **amused at** this.
2. Never **betray** your friend **to** his enemy.
3. The gods **blessed** him **with** good health.
4. I **bought** this book **of** Messrs. Ramchandra & Co.
5. He lives **close to** my house.
6. I feel **certain of** doing it.
7. I am glad to **congratulate** you **on** your success.
8. My father is **contented with** what little he has.
9. Is he **guilty of** theft?
10. I was **horrified at** the dreadful sight.
11. Peace is **necessary to** the progress of a country.
12. Some wicked persons **plotted against** his life.

N

1. Just now my father is **occupied in** his business.
2. Health is **essential to** success in life.
3. Is he **related to** you?
4. This book is **useful for** the junior boys. It will be **useful to** you.
5. This knife is **similar to** that one. It is **different from** this.
6. I was **vexed with** him.
7. I am **weary of** it.
8. As I was **alighting from** the carriage, the horse shied.
9. They daily **argue with** him, **about** the matter.
10. I **succeeded in** assuring the teacher **of** my innocence.
11. **Beware of** imitations.
12. The teacher **blamed** me **for** being inattentive.

O

1. My uncle has **borrowed** two hundred rupees **from** my father.
2. Yesterday a thief **broke into** my house.
3. He **demand**s it **of** me.
4. I have **exchanged** books **with** my friend.

5. { We all **grieve for** him.
 { I was **grieved to** hear this.
 { He was **grieved at** the news.
6. Have you **heard of** his arrival here?
7. The stranger **insisted on** my going with him.
8. Why should you **interfere with** him?
9. Do not **interfere in** the matter.
10. You must **knock at** the door gently.
11. I did not **laugh at** him.
12. Rama's daughter is **married to** Hari.

P

1. Seeing him in distress, a passer-by at once **plunged into** the river.
2. I hope he will **recover from** this illness.
3. He began to **rule over** his dominions at an early age.
4. When will you **start for** Agra?
5. Some **voted against** him, and some **voted for** him.
6. I was **reminded of** the matter.
7. Who will **preside at** the meeting?
8. I **object to** your proposal.
9. **Obedience to** our parents is our chief duty.
10. Your uncle has great **influence over** him.
11. All of you must **attend to** what I say.
12. His servants **attended on** him during his last illness.

Exercise 49.

Let Class study carefully :—

He did not **reply to** my letter.

I did not delay in **answering** your letter.

We should be **obedient to** our parents.

We should **obey** our parents.

My cousin lives **in** Bombay.

I live **at** 24, Grant Road.

Calcutta is **in** the east of India.

Ceylon is **to** the south of India.

The window was broken **by** the boy.

(but) It was broken **with** a stick.

We went **into** the room.

(but) We are sitting **in** the room.

The Prince arrived **in** India safely.

The Inspector arrived **at** Mathura.

It is absurd to compare tons **with** miles.

A tall lean man may be compared **to** a post.

He has built a free library **at** his own expense.

I told him so **to** his face.

Look **at** that strange creature.

Who looks **after** your father's business since his retirement?

I looked **for** the book, but could not find it.

I was then looking **out of** the window.

Our teacher looks **through** a few essays.

I will look **over** your exercise.

APPENDIX.

Exercise 50.

Let Class repeat these aloud frequently :—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Bamboo	bamboos	Life	lives
Buffalo	buffaloes	Loaf	loaves
Cannon	cannon	Monkey	monkeys
Child	children	Mosquito	mosquitoes
Church	churches	Mouse	mice
City	cities	Negro	negroes
Donkey	donkeys	Ox	oxen
Dozen	dozen	Piano	pianos
	(two dozen)	Pice	pice
Fish	fish	Pie	pies
	(a pond full of fish)	Potato	potatoes
	fishes	Roof	roofs
	(two fishes)	Sheep	sheep
Fly	flies	Sky	skies
Foot	feet	Story	stories
Gallery	galleries	Thief	thieves
Goose	geese	Tooth	teeth
Knife	knives	Valley	valleys
Lady	ladies	Wife	wives
Leaf	leaves	Wolf	wolves
		Woman	women

Exercise 51.

Let Class repeat these aloud frequently :—

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Actor	actress	Emperor	empress
Bachelor	maid	Gentleman	lady
Boy	girl	Heir	heiress
Bride-groom	bride	Hero	heroine
Bull	cow	Horse	mare
Cock	hen	Husband	wife
Duke	duchess	Jew	Jewess
Dog	bitch	King	queen
Earl	countess	Lad	lass

<i>Masculine.</i>	<i>Feminine.</i>	<i>Masculine.</i>	<i>Feminine.</i>
Landlord	landlady	Sir	madam
Lion	lioness	Tiger	tigress
Man	woman	Uncle	aunt
Master	mistress	Widower	widow
Nephew	niece	Wizard	witch
Prince	princess		

Exercise 52.

Let Class repeat these aloud frequently:—

	<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
	Sweet	sweeter	sweetest
(but)	Big	bigger	biggest
	Thin	thinner	thinnest
	Merry	merrier	merriest
	Happy	happier	happiest
	Dry	drier	driest
(but)	Grey	greyer	greyest
	Gay	gayer	gayest
	Far	farther	farthest
	Good	better	best
	Bad	worse	worst
	Little	less	least
	Much	more	most
	Old	{ older { elder	{ oldest { eldest
	Late	{ later { latter	{ latest { last

Exercise 53.

Let Class repeat these aloud frequently:—

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
Arise	arose	arisen
Awake	awoke	awoke
Bear (produce)	bore	born
Bear (carry)	bore	borne
Beat	beat	beaten
Become	became	become
Begin	began	begun
Bend	bent	bent
Bid	bade	bidden

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
Bind	bound	bound
Bite	bit	bitten
Bleed	bled	bled
Blow	blew	blown
Break	broke	broken
Breed	bred	bred
Bring	brought	brought
Build	built	built
Burn	burnt	burnt
Buy	bought	bought
Catch	caught	caught
Choose	chose	chosen
Cling	clung	clung
Climb	climbed	climbed
Clothe	clothed	clothed or clad
Come	came	come
Cost	cost	cost
Dig	dug	dug
Do	did	done
Draw	drew	drawn
Dream	dreamt	dreamt
Drink	drank	drunk
Drive	drove	driven
Dwell	dwelt	dwelled
Eat	ate	eaten
Fall	fell	
Feed	fed	
Feel	felt	
Fight	fought	
Find	for	
Flie		
Fly		
Flow		
Forget		
Freeze		
Get		
Give		
Go		
Grind		
Grow		

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
Hang	{ hung hanged	{ hung hanged
Hear	heard	heard
Hide	hid	hidden
Hit	hit	hit
Hold	held	held
Hurt	hurt	hurt
Keep	kept	kept
Kneel	knelt	knelt
Know	knew	known
Lay	laid	laid
Lead	led	led
Lean	leaned	leaned
Learn	learnt	learned
Leave	left	left
Lend	lent	lent
Lie	lay	lain
Lie	lied	lied
Light	lit	lit
Lose	lost	lost
Mean	meant	meant
Meet	met	met
Pay	paid	paid
Read	read	read
Ride	rode	ridden
	rang	rung
		risen
		run
		sawn
		seen
		sought
		sold
		sent
		set
		sewed
		taken
		thrown

<i>Present Tense.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
Sink	sank	sunk
Sit	sat	sat
Slay	slew	slain
Sleep	slept	slept
Smell	smelt	smelt
Sow	sowed	sown
Speak	spoke	spoken
Spell	spelt	spelt
Spend	spent	spent
Spin	spun	spun
Spit	spat	spit
Spoil	spoilt	spoilt
Spread	spread	spread
Spring	sprang	sprung
Stand	stood	stood
Steal	stole	stolen
Sting	stung	stung
Strike	struck	struck
Swear	swore	sworn
Sweep	swept	swept
Swell	swelled	swollen
Swim	swam	swum
Take	took	taken
Teach	taught	taught
Tear	tore	torn
Tell	told	told
Think	thought	thought
Throw	threw	thrown
Wake	woke	waked
Wash	washed	washed
Wear	wore	worn
Weave	wove	woven
Weep	wept	wept
Win	won	won
Wind	wound	wound
Write	wrote	written

PART II.

STORY-WRITING.

LETTER-WRITING.

ESSAY-WRITING.

PARAPHRASING.

CHAPTER I.

STORY-WRITING.

FIRST STAGE.

The parts of story to be supplied by the boys individually (after hearing it twice), and written on the black-board.

Before the boys attempt to write out a story read to them, they should be given some oral practice as shown below.

1. Let the teacher read out a story [*e. g.* No. 85.] to the boys.
2. Let one of the boys read the same story aloud.
3. Let the teacher put the following questions on the story and require the boys to give answers in simple *complete sentences*. [Books should be closed.]

The Polite Tiger.

- Questions.*
1. Where did a jackal once see a tiger?
 2. Was the tiger able to hunt?
 3. Then what was he doing?
 4. What did he say to the jackal?
 5. Why?
 6. Did the jackal go in?
 7. Why not?
 8. What did the jackal do then?
 9. What did the tiger say to quiet the fears of the jackal?

10. What else did he say ?
 11. Did the jackal believe him ?
 12. What remark did he make ?
4. Let individual boys now tell parts of the story *in their own words*, each accepted sentence being written on the black-board by the teacher.

Exercise 1.

Let the teacher put the following questions as directed above :—

(i) *A Poor Excuse.* [No. 19.]

1. Why was a gentleman angry with his servant ?
2. What did he say to his servant ?
3. How did the servant excuse himself ?
4. What was the master's reply ?
5. How did the servant behave in future ?

(ii) *The Dog in the Manger.* [No. 11.]

1. What did the dog do ?
2. How did he behave when the ox came to eat the fodder ?
3. What did the ox say ?
4. What was the dog's reply ?
5. What do we learn from the story ?

(iii) *The Bribe.* [No. 22.]

1. Whom did a Babu once notice while taking a stroll in his garden ?
2. What was he doing ?
3. What did the Babu do ?
4. What did he say ?
5. What reply did he get from the boy ?

(iv) *The Talker.* [No. 28.]

1. What do you know about the man who once lived in a village of Satara ?
2. What did the collector see him doing ?
3. What did the collector say ?
4. What was the man's reply ?

(v) The Dumb Beggar. [No. 4.]

1. What did the beggar pretend?
2. Why?
3. What did he do therefore?
4. What did another beggar think of doing to him?
5. Why?
6. How did he expose him?
7. How did the first beggar betray himself?
8. What remark did the gentleman make?

(vi) The Blind Horse. [No. 34.]

1. What once happened to a horse that was standing by a house?
2. What did the owner of the horse do when he saw his horse taken away?
3. Who stopped the Afghan?
4. What happened thereafter?
5. What was the Afghan's plea when brought before the magistrate?
6. What did the Arab do to prove that the Afghan lied?
7. What was the Afghan's reply?
8. Did the Afghan guess correctly?
9. What was the result?

(vii) The Fox and the Grapes. [No. 1.]

1. What did a fox once see?
2. What did he do?
3. Did he succeed in his object?
4. How did he console himself?

(viii) Good for other People. [No. 8.]

1. What did the man who visited the famous general claim?
2. What was his request?
3. What did the general ask him to do?
4. What did the general do then?
5. What happened after that?
6. Why did the man flee?
7. What was the joke made by the general?

(ix) Good Travelling. [No. 79.]

1. What did a potter once do?
2. What did he attempt after he had journeyed for about an hour?

3. Did he succeed in his object?
4. What means did he then take to light his *biri*?
5. What did he do after that?
6. What was the result of his absent-mindedness?

(x) *A Triple Meal.* [No. 24.]

1. Who once went to a Hindu hotel in Bombay?
2. What did he do there?
3. What was the result?
4. What did he do then?
5. What did he inquire of the hotel-keeper?
6. What reply did he get?
7. What was the explanation given?

(xi) *The Dishonest Hand.* [No. 30.]

1. What did a thief once do?
2. What happened then?
3. What did he say to the Rajah?
4. What was the sentence passed on him?

(xii) *A Good Judgment.* [No. 33.]

1. What sort of a will did the rich old man make?
2. What happened when he died?
3. What did his son do?
4. What did he say to the judge?
5. What question did the judge put to the greedy man?
6. What was his reply?
7. What was the judge's reply?

(xiii) *A Dangerous Place.* [No. 9.]

1. What did the sailor say to his friend?
2. Why was the friend frightened, and what did he say?
3. What did the sailor then inquire of his friend?
4. What was the reply?
5. What was the sailor's last remark?

(xiv) *Their Most Valuable Property.* [No. 5.]

1. What happened to the city?
2. How long did the siege last?
3. What was the result?
4. What message did the king send to the besieged?
5. What was the sight seen the next morning?

SECOND STAGE.

1. The teacher should read a story of which the outline is given below.
2. He should then dictate the outline of that story to give the boys the chief facts.
3. The boys should then be told to write the story, *the use of the outline being allowed.*

Father's Horse.

A Mahomedan Talukdar — visits his stables — meets the daughter of his syce — inquires where her father is — also if she knows who he is — her reply : “ You are the man who rides on *father's* horse.”

[*MODEL.* There was a Mahomedan Talukdar who once visited his stables. Meeting the daughter of his syce, he inquired where her father was. The speaker also asked her whether she knew who he was. “ Yes,” she replied, “ you are the man who rides on *father's* horse.”]

Exercise 2.

Let Class utilise the following outlines as directed above :—

(i) Saving Trouble. [No. 21.]

A poor man and a sweetmeat-seller — the latter a cheat — gives short measure — the poor man grumbles — says the sweetmeat-seller : “ No matter, you will have the less to carry ” — is paid one pice less for the sweets — asks for it — “ You will have the less to count,” replies the poor man.

(ii) The Two Seats. [No. 20.]

A fat Bania — wishes to go to the theatre — instructs his servant to get two seats reserved for him — no two adjoining seats available — buys two tickets — one in the front row and the other in the third.

(iii) Feed the Hungry. [No. 40.]

An absent-minded man—his habit of throwing bread to ducks, geese and swans that lived on a pond—forgets one day to bring bread—throws a two-anna piece instead.

(iv) Smelling and Hearing. [No. 57.]

A poor coolie—a sweetmeat-seller's stall—enjoys the smell of sweetmeats—the stall-keeper asks for payment—a Brahmin on-looker—his advice to the coolie: "Rattle a couple of pice, the *noise* of your cash will pay for the *smell* of his food."

(v) The Silver Key. [No. 31.]

A stormy night—a traveller reaches a *dharamsala*—finds the door locked—knocks at it—the keeper says he has no key—asks if the traveller has a silver one—admits him when he pushes a rupee under the door—is requested by the traveller to bring in his box—goes out for it—the door is shut upon him—knocks for admission—the traveller replies he has lost the key and asks if he has a silver one—the keeper not admitted until he pushed a rupee under the door.

(vi) The Cheerful Engine-driver. [No. 47.]

An engine-driver—his habit of looking at the bright side of everything—comforted those in trouble by saying that there was sure to be some good in it—meets with an accident—one of his legs cut off—visited by his friends—their talk about his mishap—his remark: "I shall only have one boot to buy, and clean, in future."

(vii) The Villager and the Watch. [No. 63.]

A poor villager and a wealthy goldsmith—the latter saved by the former when attacked by a robber—the goldsmith rewards his rescuer with a watch—the poor man greatly pleased with the prize—spends hours in listening to the ticking of the watch—at last it stops—thinks it is dead—disposes it of to a *Mahjan* for fifty rupees—then thinks he has cheated the *Mahjan*—says, "It is dead"—offers back the amount—is told to keep it.

(viii) *The Tree and the Tiger.* [No. 27.]

A tiger lying under a tree—noticed by a monkey sitting on its top—finding himself safe the monkey insults the tiger who pays no heed to him—monkey enraged—the tiger gets up to go—"O Tiger, have I insulted you?"—the tiger's reply: "No, the height of the tree has insulted me, not the poor little monkey."

(ix) *For One Rupee.* [No. 84.]

A poor man attacked by five dacoits—the latter thought he had money—the former defended himself desperately—was at last overpowered—had only one rupee on his person—the leader of the dacoits surprised—his remark: "If he fought like this for one rupee, he would have killed the five of us for a five-rupee note."

(x) *A Clever Mouse.* [No. 77.]

A mouse and an oyster—the former looks down upon the latter for not being able to run or jump—the oyster points out that he can at least shut up altogether—the mouse fails to see the use of it—the sudden appearance of a cat—the oyster quickly shuts up catching the tail of the mouse—the rest is caught by the cat.

(xi) *The Prisoner and the Birds.* [No. 65.]

A poor man once wrongly imprisoned—at last set free by a Rajah and given a sum of money—straightway went to the bazaar and expressed his wish to buy all the caged wild-birds—the shopkeeper's surprise—the man's explanation: "The birds have been unjustly imprisoned, and I am going to set them free."

(xii) *The Absent Son.* [No. 68.]

A certain state in Gujarat—education free and compulsory there—a man charged with having refused to send his son to school and assaulted a school-master—his defence before the magistrate—never assaulted the school-master—never refused to send his son to school—got no son.

(xiii) *The Witnesses.* [No. 59.]

A debtor sued by his creditor—receipt forged by the former to show payment—also twenty-seven witnesses hired—further a thousand rupees sent to the judge as bribe—case called on in court—twenty-seven witnesses produced—the judge's remark: "You have brought me twenty-seven witnesses to prove that you speak the truth, and you have sent me a thousand witnesses to prove that you lie."

(xiv) *A Clever Pleader.* [No. 41.]

A Babu pleader and his client—the latter charged with murder—acquitted after a clever defence—the pleader's inquiry whether he was really guilty—the man's reply: "Thought I was, *before* I heard your defence."

(xv) *The Sun and the Moon.* [No. 62.]

Two women talking—one likens her son to the moon—the other to the sun—discussion as to which is better, the sun or the moon—one argues: the sun bigger, brighter and more useful and always in the sky unlike the moon—the other remarks: "Your sun shines *when there is light* and nobody wants him, the moon when light *is* needed."

CHAPTER II.

STORY-WRITING. (*Continued.*)

THIRD STAGE.

The re-writing of a story read out to the class is essentially an exercise in *composition* to test a boy's ability to write simple, correct English, and not, as is sometimes supposed, an exercise in *memory*. The boys should therefore remember the *facts* of a story and not its language. Any attempt to reproduce the language should be strongly discouraged.

METHODS.

A.

1. The teacher should read one of the following stories once or twice.
2. One of the boys should then be asked to tell that story in vernacular.
3. After a short interval, the boys should write that story *in their own words* in English.

B. (*Later.*)

1. The teacher should read any two of the following stories.
2. He should then re-tell these stories in a few words.
3. After a short interval, the boys should be asked to write one of the two stories read to the class. Some might be made to write one and some the other. This discourages the attempt to remember the words, and encourages the remembering of the facts.

C. (*Later still.*)

1. The teacher should tell one of the following stories in vernacular
2. The boys should write the story in English.

Note. In the earlier stages précis may be left on the black-board, for the use of the class while writing the story

Where the book is used at home, several stories may be read there and one of them written in class. No marks should be allowed if the story has been learnt by heart, and most marks given where the language differs most from the words of the book.

SHORT STORIES. [*Mainly Indian*]1. *The Fox and the Grapes.*

- a. A fox sees a fine bunch of grapes.
- b. He tries to get them, but cannot.
- c. He says, "They are sour. I do not want them."

A fox once saw a bunch of fine large ripe grapes hanging from a vine. He jumped at them, but failed to seize them. Time after time he tried, but all in vain for they were quite out of reach. At last he gave up the attempt, and going away, said, "I am very glad I could not reach those grapes. They are quite sour, and would have made me very ill if I had been so foolish as to eat them."

2. *Catching a Thief*

- a. Sticks of equal length.
- b. "The thief's stick will be an inch longer than those of the others."
- c. The thief cuts a piece off his stick.

A Brahmin once found that one of his servants had stolen silver *lotah*. He gave them each a piece of wood and said, "though all these sticks are now of the same length, the one which the thief has got will grow an inch longer by this time to-morrow. You must all come to me then, and I shall at once see which of you is guilty." The thief thought, "If I cut an inch off the end of mine to-morrow, it will be the same length as the others." He did so, and when the master saw that his stick was an inch shorter than those of the others, he said, "This man is the thief."

3. *The Best Artist.*

- a. Three artists try for a prize.
- b. One paints flowers, another fruit, and the third a curtain.
- c. A bee settles on the flowers, an ox tries to eat the fruit, and the judge tries to lift the curtain.
- d. The third wins the prize.

There were once three artists who were competing for a prize. One of them painted a wreath of flowers so beautifully that a bee came and settled on the picture, thinking the flowers were real. Another painted a basket of fruit so well, that an ox tried to seize some of it. The third painted a curtain, and when the three pictures were placed before the judge, the latter tried to raise the curtain, so natural did it look. This picture was adjudged the best as it had deceived a man, whilst the others had only deceived an animal and an insect.

4. *The Dumb Beggar.*

- a. A beggar pretends to be dumb.
- b. Another one is his enemy.
- c. He tells a gentleman that the other is not dumb.
- d. The other denies it and so proves he is a fraud.

There was once a beggar, who thought he would get more money if he pretended to be dumb. So he had "DUMB" painted on a board, and hung it round his neck. Another beggar, who was his enemy, made up his mind to punish the cheat. So he sat near him, and when a gentleman offered a pice to the pretender, he said, "as it was, he is a rogue and is not dumb at all." The first beggar, in hearing his white shirt, shouted, "Liar! I have always been dumb, and am so now." The gentleman remarked that most dumb men cannot talk.

"Ah! My;
still young"

5. *Their Most Valuable Property.*

- a. A king besieges a city.
- b. He captures it, but lets the women go.
- c. They may carry away their most valuable property.
- d. They carry away their husbands.

A king once besieged a city for a long time, and after a brave defence the people had to surrender. The king sent a message into the town before his soldiers entered it, saying, "I do not wish to kill the women. They may go away to-morrow in peace, and each may carry away her most valuable piece of property." On the morrow the women marched out of the city, and they were seen to be staggering under heavy loads. They were carrying away their husbands, for these were their most valuable possessions!

6. *The Thirsty Crow.*

- a. A thirsty crow finds a jug of water.
- b. He cannot reach the water.
- c. He drops a few pebbles into the jug.

A crow was once so thirsty that he thought he would die if he did not soon find water. After some time he saw a jug of water but, when he flew down to it, he found that the water was too low in the jug for him to be able to reach it. He was about to go away in despair when he thought of a plan. Fetching a few pebbles he dropped them one by one into the jug. This made the water rise high enough for him to be able to reach it. Thus he saved his life by his cleverness.

7. *Ink and Blotting-paper.*

- a. A man takes black medicine.
- b. His servant gives him ink by mistake.
- c. He says, "Now give me a piece of blotting-paper."

There was once a man whose doctor gave him a bottle of medicine which was quite black. One day his servant made a mistake and poured out a dose of ink for his master instead of the black medicine. After the poor man had drunk it, the servant found out what he had done, and rushing to his master said, "Sir, I have given you a dose of ink. What shall I do?" The man replied, "Well, I suppose you had now better give me a sheet of blotting-paper."

8. *Good for other People*

- a. The man with the bullet-proof coat
- b. The general is willing to test it
- c. The man runs away

A man once came to a famous general and said, "I have invented a bullet-proof coat. Will you test it, and use it in the army if you find it stops bullets?" The general asked the man to put the coat on. He did so and the general then said, "Now wait while I fetch my rifle, and I will have a shot at you." He went out, and upon returning found that the man had fled. "Ah!" said he, "I suppose he thinks the coat is good enough for *other people*."

9. *A Dangerous Place*

- a. A sailor says his relations died at sea
- b. His friend advises him not to go to sea.
- c. He asks "Where did your relations die?"
- d. The friend says, "In their beds."
- e. The sailor advises him not to go to bed.

A sailor was once telling a friend that his father, brother, uncle, and grandfather had all died at sea. His friend said, "Then if I were you I would never go to sea myself." The sailor remarked, "Why, where have most of your relations died?" To this the friend replied, "They have all died in their beds." "Well," said the sailor, "If all your relations have died in their beds, I should strongly advise you never to go to bed. It must be a very dangerous place."

10. *The Dyed Beard.*

- a. An old Mahomedan dyes his beard, and not his hair, which is white.
- b. His friends laugh at him.
- c. He says his hair is twenty years older than his beard.

An old Mahomedan was in the habit of dyeing his beard black, but as the hair on his head was covered by his turban he left it as it was. One day he fell asleep and his turban rolled off leaving his white hair exposed. Some of his friends saw him and laughed, saying, "What is this? You have a fine young black beard, but old white hair on your head!" But the man cleverly replied, "Ah! My hair is *older* than my beard, you see. It is still young at forty, and grey at sixty."

11. *The Dog in the Manger.*

- a. A dog in the food-trough of an ox.
- b. He will not let the ox eat.
- c. He cannot eat the food himself.
- d. Some people behave like this.

A dog once jumped up into the manger of an ox, and when the latter came to eat his food, it would not let him. Said the ox, "Why do you prevent me from eating my hay? It is useless to you, for you cannot eat it yourself." To which the ill-natured cur replied, "Since I cannot eat it myself, no one else shall have it." There are people in the world like this dog, who will not give to others the things which are useless to themselves.

12. *The Stolen Dog.*

- a. A man's dog is stolen.
- b. The thief says he bought it.
- c. The owner says, "Take it out and see where it goes."
- d. It goes to his house.

A Parsee gentleman once owned a dog which was worth a lot of money. One day he could not find it, and after a time he gave it up for lost. At last he saw it for sale in a shop, and knew it at once. He went in and told the shopkeeper that it was his dog; but the man, who had stolen it, said, "No! I bought this dog a hundred miles from here." The real owner then said, "Let it out, and see whether it goes to my house, or I shall send for the police and charge you with theft." The dog was set free and at once ran home to the gentleman's house.

13. *The Way to tell Secrets.*

- a. A Rajah and his trusty Diwan.
- b. A noble asks the Diwan to tell him a secret.
- c. "Can you keep a secret?"
- d. "So can I."

There was once a Rajah who had great trust in his Diwan because he knew that the latter never on any account told things which should be kept secret. Once a great noble of the Rajah's state came to the Diwan and begged him to tell him all about a certain matter which the Rajah was carefully keeping hidden. The Diwan seemed to think it over for a minute, and then said to the noble, "Well, are you quite certain you can keep a secret?" The noble replied, that he most certainly could. "So can I," remarked the Diwan. And he did.

14. *Too Clever.*

- a. The boy and two cakes.
- b. Number one and number two. Two and one are three.
- c. "You shall have the third."

A boy who thought he was very clever was once teasing his younger brother, by saying that the two cakes, which they had, were three. "There are only two," said the younger. "No," said the clever one, "there are three; number one and number two; and one and two make three." The smaller boy was getting angry at being teased, when their father said, "Very well! since there are three, I will have number one, your little brother can have number two, and you may eat the third."

15. *The Greedy Boy.*

- a. A father's advice to his boys.
- b. The two cakes.
- c. "Give me a half of yours."
- d. Good for one but bad for the other.

A Tehsildar had two sons. He taught them that they should always share whatever good things they had. Said he, "If one of you has a cake or a mango, he should give the other a half." One day they each had a cake, and one boy greedily ate his in two bites, and then said to the other, "Please share your cake with me, as I have none." The other boy was about to do so, when their father said, "No! It would be good for you to be generous, but it is bad for him to be greedy."

16. *The Blind Man and the Cripple.*

- a. Two beggars, one blind and the other lame.
- b. One has to be led and the other carried.
- c. The blind man carries the cripple.
- d. One lends eyes and the other lends legs.

A poor blind beggar had to pay a boy to lead him about. One day a cripple, who was being carried to the place where he sat begging, saw him, and thought to himself, "If he would carry me, I could direct him and need not employ this man whom I now pay for taking me about." He told the blind man his plan and the latter agreed. Thus they joined forces, and the cripple lending his eyes, and the blind man his legs, they both got about quite well without hiring any one, as they had had to do before.

17. *The Fisherman and the Little Fish.*

- a. A Koli catches a tiny fish.
- b. It asks him to let it go.
- c. He says, "You might not come back."

A Koli fisherman once caught a small fish, which began to pray for its life. "I am much too tiny to be of any use to you," it said; "why do you not put me back in the water now, and come and catch me again when I have grown big?" But the Koli replied, "Perhaps you might not come back to be caught, when you have grown big. A little fish is better than no fish at all, so I think I will keep you."

18. *A Wise Dog.*

- a. A doctor cures an injured dog.
- b. It comes many times.
- c. When better it visits the doctor as a friend.
- d. One day it brings another dog.

A doctor once saw a dog run over by a carriage. He took it home and dressed its wounds and bandaged them. The next day it came again of its own accord, and the doctor put more ointment on the sores. Day after day it visited him, and when it was quite well again, it used to visit the doctor, and after receiving a kind word and a pat on the back it would run off again. One day it brought another dog which had been badly bitten, and when the door was opened, led it by the ear into the doctor's surgery!

19. *A Poor Excuse.*

- a. A servant is late.
- b. He blames his watch.
- c. His master says, "New watch or new servant."

A gentleman was once very angry because his servant kept him waiting a long time when he was very busy. When the man came, he said to him, "Why have you kept me waiting when you knew I was in such haste to go?" The servant replied, "I am very sorry, Sir, but it is the fault of my watch which was slow." The master then said, "Either you must get a new watch, or I must get a new servant." The man was more careful in future.

20. *The Two Seats.*

There was once a very fat Bania who wished to go to the theatre, and, that he might sit in comfort, thought he would have two seats. So he said to his servant, "Go to the theatre and buy me two tickets for the play to-night. I shall then have room to breathe." Shortly after, the man returned and said, "I have carried out your orders, Sir, but as the seats were nearly all taken before I arrived, I had to take one in the front row and one in the third."

21. *Saving Trouble.*

A poor man who was once buying sweetmeats from a man who was a cheat, saw that he was giving him short measure. "You are not giving me full weight," said he. "No matter," replied the sweetmeat-seller, "you will have the less to carry." The man then paid for his sweets but kept back one pice. "Here," said the cheat, "you have given me too little money." "No matter," replied the man, "you will have the less to count."

22. *The Bribe.*

A Bengalee gentleman was one day walking round his garden and looking at the ripe fruit on his trees. Suddenly he caught sight of a bad boy, up in one of his mango-trees, stealing his best mangoes. Going quietly over the grass he stood beneath the tree and then called out, "Now I have got you, *budmash*, come down and I will give you a thrashing." But the boy replied, "Sir, I would not come down for such a bribe, no, not even for two thrashings."

23. *Kindness rewarded.*

A busy bee, returning to its hive after a long day's work, had the bad luck to fall into a pond, and was in great danger of being drowned. A dove flying past and seeing the sad plight of the bee, hastened to pluck a large leaf and drop it into the water near to it. The bee climbed on to the leaf, dried its wings, and flew away to its hive, full of gratitude to the kindly dove.

A few days later the same bee saw the dove sitting upon the branch of a tree, while below a cruel boy was taking careful aim at her with a gun. At once the bee settled upon the boy's hand and stung it. While he danced and cried with pain, the bee and the dove flew away in safety, each thanking the other.

24. *A Triple Meal.*

A big fat man once went to a Hindu hotel in Bombay and ordered a meal for three people. After waiting for some time he called out to know when it would be ready. The hotelkeeper said, "It is ready now." "Then why don't you bring it?" said the man. "I am waiting for your friends," replied the host. "What friends?" enquired the man. "You ordered dinner for three," said the other. "I know I did," answered the man, "and I am waiting for it. I am the three."

25. *The Greedy Monkey.*

A monkey once entered the house of a villager to see what he could steal. On the floor he found a box with a small hole in it. He put his hand in through the hole and found that the box contained grain. "Now," said he to himself, "I will have a feast," and he seized a large handful. But when he tried to withdraw his hand he found that it would not come through the hole while it held so much corn. He pulled and struggled, but without success, for the hole was only just large enough for his empty hand to pass through it. He was just saying, "I will not drop one grain of this handful of corn," when the villager's dog came in and caught him.

26. *Father's Horse.*

A Mahomedan Talukdar once went to his stables to see how his horse was being fed and kept. There was no one there except a very small girl, the daughter of the syce. "Where is the syce?" said the gentleman. "He has gone to the bazaar," said the child. "When he comes back tell him I want to see him," said the master, and added, "Do you know who I am?" "Oh, yes," replied the little girl, "you are the man who rides on *father's* horse."

27. *The Tree and the Tiger.*

A monkey was once sitting on the top of a high tree beneath which a tiger was lying. Knowing very well that the tiger could not climb the tree he began to insult and abuse him. The tiger however took not the slightest notice, so that before long it was the monkey who was in a great rage and not the insulted tiger. At last the monkey could say no more, worn out as he was with rage and shouting. When the tiger got up to go, the monkey said sadly, "O Tiger, have I insulted you?" To which the tiger replied, "No, the height of the tree has insulted me, not the poor little monkey."

28. *The Talker.*

In the district of Satara there once lived a man who was well-known for his habit of talking to himself. He would sit at his work and talk aloud for hours, asking himself questions and answering them. Any person hearing him would suppose that two people were holding a long conversation. One day the Collector visited the place and heard this man talking to himself. Said he, "Why is it that you sit and talk to yourself so much?" The man replied, "Sir, for two reasons. I like to talk with a wise man, and I also like to hear a wise man talking."

29. *Something New.*

A Hindu merchant who had several clerks found that one of them was in the habit of coming late to the office. He warned him that this conduct would lead him into trouble, and told him that he had better mend his ways. The clerk replied that the fault was not his, but that of his watch, which did not keep good time. A few days afterwards he was late again, and the merchant said to him, "Tomorrow either you or I will have something new." "What is that, Sir?" asked the man. "Either you will have a new watch, or I shall have a new clerk," replied his master.

30. *The Dishonest Hand.*

A thief was once brought before a Rajah and charged with having made a hole in the wall of a man's house and stolen a box of jewels. He fell upon his knees and wept, and then told the Rajah that he was a poor and dishonest man whose right hand gave him great trouble by its wicked ways. Said he, "My hand made the hole and went through and stole the jewels while I lay outside the wall. I did not go into the house and so I am not a burglar." To which the Rajah replied, "You are indeed to be pitied, poor man, and the wicked right hand shall go to prison for five years. You must try and stay outside the gaol, while the hand serves its sentence, as you did while it stole the jewels."

31. *The Silver Key.*

A traveller reached a dharamsala one very stormy night and found the door locked. When he knocked, the keeper of the dharamsala called out, "I have lost the key and cannot open the door to let you in, unless you have a silver key with you." The traveller then pushed a rupee under the door and the man let him in. As soon as

he got inside, the traveller said to the man, "Please bring in my box," and as he stepped outside, the traveller shut the door and fastened it. When the keeper of the dharamsala knocked and shouted, "Let me in," the traveller replied, "I have lost the key and cannot open the door to let you in, unless you have a silver key with you!" Before long his rupee was again pushed under the door, and the dishonest man let in.

32. *Union is Strength.*

An old Brahmin, feeling that his end was near, sent for a bundle of faggots, and calling his seven sons together, asked each of them to try and break the bundle of sticks. The youngest tried first, and placing them across his knee, strove to obey his father. After a long struggle he had to confess that he could not break the bundle. The next also tried hard, but without success. Each in turn put forth his utmost strength in vain, until the turn of the eldest came. He was a very powerful man, and strained every nerve to snap the stout bundle. At length he too owned himself beaten, and gave up the attempt. "Now, my son," said the father to the youngest, "untie the string, and try to break each stick separately." The youth did as he was told, and snapped every stick with the greatest ease. "From this learn that united you will stand, divided you will fall," said the old man, "for union is strength."

• 33. *A Good Judgment.*

A rich old Panjabi died and left a will in which he said, "My friend is to give what he wishes to my son, and have the rest." So the friend kept five lakhs and gave the man's son five thousand rupees. The son went before the judge and said, "My father was very old and did all that this man told him to do. The will should be set aside." The judge said to the greedy man, "Do you *wish* for five lakhs?" "Yes," replied the fellow. "Then, as the will says that you are to give *what you wish* to the son, give him the five lakhs," said the judge.

34. *The Blind Horse.*

One day a wandering Afghan saw a horse standing by a house. As no one was watching it, he crept up to it, mounted it and rode away. Hearing the noise its owner came out of the house and gave chase, shouting, "Stop thief!" Before long a police sowar stopped the Afghan, and he and the owner of the horse were taken before a

magistrate. The Afghan said, "Huzoor, the horse is mine. I have had it since it was a foal." But the real owner quickly threw a cloth over the horse's head and said, "Then say at once, in which eye this horse is blind." Without waiting the Afghan said, "The left eye," in the hope that he might guess rightly. "Then this cannot be your horse," replied the owner, "for it is not blind at all." The horse went back to its stable, and the Afghan to gaol.

35. *The Boasting Bania.*

A Bania was once boasting of his great strength and courage as he sat in front of his shop with some other villagers. The chowkidar said, "Then we shall be quite safe if dacoits come to rob the village, shall we not?" "Yes," replied the Bania, "I once made *ten* dacoits run as fast as they could go." The villagers looked surprised and rather doubtful, but the chowkidar said, "Oh, I quite believe him. He was running away, and they ran after him!"

36. *A Sharp Judge.*

A poor man once summoned another before a judge and declared that the other had not repaid him one hundred rupees which he had lent to him. The judge asked the debtor to swear on oath that he had repaid the money. This man then gave his staff to the creditor saying, "Please hold this a minute," and then took a solemn oath that he had given the hundred rupees to his creditor. He then took back the staff. The judge had a bright idea. Taking the staff he broke it, and found inside it a note for one hundred rupees! The rogue had given the money inside the staff before taking the oath, and had then got it back at once.

37. *The Stone in the Road.*

There was once a large stone lying in the middle of the road near a village. Although it was very much in the way, and people stumbled over it in the dark and were even thrown from the horses or out of their carts, no one troubled to move it. One day the headman broke his arm through his cart being overturned by it, a rich Bania broke his leg through his horse falling over it, and a sepoy hurt himself and broke the box which he was carrying, through striking his foot against it. Then came a poor cultivator, and, seeing the stone, dug it up to put it on one side of the road. But on raising it he found underneath it a box of gold on which was written, "For him who moves this stone."

38. *The Mischievous Monkey.*

A poor shoemaker was once troubled by the mischievous tricks of a large monkey who lived in some tall trees near his shop. The beast's great delight was to watch the cobbler at work, and, directly his back was turned, to come down and do as he had seen him doing. Thus tools were bent or blunted, leather spoiled, and customers' shoes damaged. Besides this, the monkey would sit just out of reach and mock all the poor man's actions and movements, and annoy and anger him beyond all bearing. At last a bright idea struck the poor man, and, saying to his enemy, "Perhaps you will copy me once too often," he went into an inner room and got a razor. Sitting down again in full view of the monkey, he pretended to draw the razor across his throat several times, and then, laying it down, he went up the village street. When he returned he found the monkey lying dead with its throat cut from ear to ear.

39. *The Pig and the Babul-tree.*

A pig was once lying under a Babul-tree and thinking it was a pity that he had nothing to complain of and grumble about. He felt very angry that no one had insulted or injured him and that he therefore had no excuse for taking his revenge upon anybody. Suddenly a tiny twig fell on him from one of the branches of the tree. He at once leapt up and rushed to join his friends shouting. "The Babul-tree has made a violent attack upon me, and I will have my revenge. Come and help me." So all the pigs charged at the Babul-tree with great force, but they only hurt their noses. Do not always be on the look-out for insults or injuries.

40. *Feed the Hungry.*

An absent-minded man, who passed daily through a garden in which animals and birds were kept, was in the habit of throwing bread to some ducks, geese and swans that lived on a large pond. These birds became so accustomed to his doing this that they would gather together at the place where he passed and wait for him. One day he found that he had not brought the usual slice of bread, but so that the birds should not be disappointed he threw them a two-anna piece instead

41. *A Clever Pleader.*

A Babu pleader once made a very clever defence of a man who was accused of murder. He proved first that the man could have no motive for the crime, secondly he was not able to do such a deed if he wished to, and thirdly that he was in another place when the crime was committed. After the man had been set free the pleader said to him, "Were you really guilty or not?" The man replied, "Until I heard your defence I thought I was, but now I really do not see how I could have been."

42. *The Fox and the Wolf.*

One very cold day in Northern India a small Fox met a large Wolf who asked him to come for a walk. As they went along, the Wolf began to boast: "I am far stronger and cleverer than you, and can run quite as fast; I am, in fact, your master." But the Fox replied, "You are a very fine fellow, no doubt, but I do not think you are my master." The Wolf then said angrily, "I will eat you up, and then you will know better," and he sprang at the Fox. But the Fox ran away and fled across the thin ice of a frozen canal. The Wolf followed, and, the ice breaking under his weight, he was drowned. Do not despise those who seem to be weaker than yourself.

43. *Snakes and Geese.*

An actor, who was once playing a part in a town where he had some enemies, was not surprised to hear a loud hissing noise from the part of the theatre where these people sat. Each time he came on the stage they hissed at him, and also when he went off. At last he stopped and said to the audience, "Will the gentlemen sitting near the geese that are hissing kindly drive them out, or if they are snakes kill them? I think that only geese and snakes hiss, so they must be one or the other making this noise." The audience laughed and told the ill-mannered men who had been hissing that they would be turned out if they did it again. In trying to hurt others, people sometimes hurt themselves.

44. *The Vain Stag.*

One day a stag was standing, by the edge of a pool, admiring his fine horns in the clear still water. To a fox who came to the pool to drink, he said, "Poor creature, do you not long for such a beautiful ornament as mine to your plain and ugly head?" The fox replied,

"No, thank you, the weight of my brain is enough for me to bear." The angry stag then said, "I see the envious feelings of your heart, and pity you for them, and for your ugliness." At this moment the sound of huntsman's horn was heard, and suddenly a pack of hounds burst from a wood near by. The fox and the stag fled for their lives. The former slipped into a hole and was saved. The latter dashed into a wood; his horns which he had admired and praised so much, were caught in the branches, and he was seized and slain by the hounds.

45. *The Wooden-legged Sepoy.*

There was once an old sepoy who had lost his leg in the Afghan War, and who had a wooden leg which had been given to him by the kind-hearted doctor of his regiment. One day he was going from the office in Calcutta, where he drew his pension, when he was knocked down by a heavy motor-car which went over his wooden leg and broke it. He could not get up, and said, "My leg is broken, carry me home." The owner of the motor-car said, "Lift the poor fellow into my car and I will drive him to the Civil Hospital at once, and the surgeon will set his leg." But the sepoy replied, "It is not a doctor that I want but a carpenter!"

46. *The Clock that would not go.*

After a holiday the clerks of a certain office returned to work and found that the big office-clock had stopped. One of them said, "I expect it wants oiling." Another said, "Perhaps the main-spring is broken," and a third thought it might be worn out or rusty. The head-clerk was a clever man with his hands, and he removed the face of the clock and oiled the works. He also removed the pendulum and other parts and examined them. Still it would not go. After they had all given plenty of advice and help, and had put the clock together again before sending for a watch-maker, the office peon came in, and wound it up, which was all that was needed.

47. *The Cheerful Engine-driver.*

There was once an engine-driver who was a very cheerful man. He always looked at the bright side of things, and was fond of telling people who were in trouble that there was sure to be some good in it whether they could see it or not. One day his train ran into another and he was terribly injured. When he was taken to the hospital it was found necessary to cut off one of his legs which was badly

60. *The Stolen Gun.*

Many years ago a man was brought before a magistrate in Rajputana and charged with having stolen a gun. The other man, who said that the gun had been stolen from him, had a very easy task to prove his case, for, on removing a metal plate which was screwed on to the stock, his name was seen to be carved underneath. Nor had the thief any chance to pretend that he had bought the gun from the man whose name it bore, for a witness, whom he had hired to swear that the gun was really the thief's property, stood up and said, "The gun certainly belongs to my friend for I have long known both him and it, and he has owned it since he was a little baby and the gun was a little pistol!"

61. *The Mouse and the Lion.*

A lion was one day lying asleep, when a mouse, running across his body, woke him up. The lion seized the little animal and was about to put it to death for awakening him, when it began to plead so piteously for its life, that he let it go. Shortly afterwards the lion was hunting in the forest when he became entangled in the meshes of a net, which had been set by some villagers to catch him. His struggles were in vain, and only wound the net more tightly around him. As he was lying tired out, he saw the mouse whose life he had spared, coming towards him with his whole family. "Sleep again," said the mouse, "and this time when I awaken you it will be to tell that I have saved your life as you spared mine." All the mice set to work and in a few hours had eaten through several of the ropes, and so weakened others that the lion broke them and escaped. One good turn deserves another.

62. *The Sun and the Moon.*

Two women were once talking at the well as they drew their water. One said to the other, "My son grows a finer boy every day. He is like the moon in beauty." The other replied, "And my boy is like the sun." They then began to argue as to whether the sun or the moon was the greater and more beautiful, and as to whether it is better to be like the sun or to be like the moon. The woman who had said her boy was like the sun argued that the sun was bigger, brighter and more useful than the moon, and that moreover the moon was very often not in the sky at all, and so could not be trusted. But the other woman said, "Yes, your sun just shines in the day-time when there is plenty of light, and nobody wants him, but the moon only shines at night when there is great need of light."

63. *The Villager and the Watch.*

A poor villager once saved the life of a wealthy goldsmith by attacking a robber who was about to kill him. When the villager had knocked the thief down with his lathi, and bound his hands and feet, the goldsmith said to the villager, "I have no money with me so I shall give you my watch." He did so and went on his way. The man was greatly pleased with the watch and spent hours in listening to its ticking and watching the second hand go round. Next day the watch stopped as the man did not know how to wind it up. He was very sad and said, "Alas! It is dead." Thinking its "dead body" might be of value he took the watch to a Mahajan who gave him fifty rupees for it, as it was well worth two hundred. As he was leaving the room the villager, who was at heart an honest man, turned back and said, "Here, take your money. It is dead, and I have cheated you." But the Mahajan only laughed and told him to keep the money and go.

64. *Sir Walter Raleigh and his Servant.*

The famous traveller and discoverer, Sir Walter Raleigh, who lived in the reign of Queen Elizabeth, was the first man to indulge in the habit of tobacco-smoking in England. He brought back tobacco with him from the newly-discovered continent of America and introduced the use of it in Europe. One day he sat smoking in his garden, when a servant passed by, carrying a pail of water. The man had not yet heard of his master's strange habit, and glancing at him, he saw the cloud of smoke, and thought his clothes must have caught fire. Being a man of great quickness and presence of mind, he rushed up to his beloved master, and raising the pail of water flung the contents over him, and without waiting for thanks, fled away for some more.

65. *The Prisoner and the Birds.*

In one of the Protected States of India, a poor man was once put in gaol although he had done no wrong. After a long time the Rajah of the State visited the gaol and the man told him that he was an innocent man against whom a case had been made up by enemies. The Rajah found out that this was true and gave the man a sum of money and set him free. He went straight to the bazaar in which was a shop where bulbuls and other wild birds were kept in cages for sale. He said to the shop-keeper, "I wish to buy all the caged wild birds that you have;" to which the shop-keeper replied, "Why!

Are you going to start a zoological garden?" But the man answered, "No. The birds have been unjustly imprisoned, and I am going to set them free," and he did so. We can feel for others when we have suffered what they suffer.

66. *A Noble Deed.*

At the battle of Zutphen, Sir Phillip Sidney was wounded by a cannon-ball, and was carried, dying, from the battle-field by his sorrowing soldiers. As they bore him along, bleeding and suffering great pain and thirst, he said, "Give me water." His men then laid him down, and hurried off in search of some. After a time they returned, having got a cup of water at a distant stream. As Sir Phillip was putting the vessel to his lips -- and never in his life had water seemed so precious -- a wounded soldier was borne past, who, with dry mouth, continually gasped, "Water! water!" Turning towards him, Sir Phillip said, "Take this, my poor fellow, your need is greater than mine." The water was given to the soldier while his officer lay dying for want of it.

This happened in the days when noblemen were *noble* men.

67. *The Hare and the Tortoise.*

A Hare who was very proud of his powers as a runner, once met a Tortoise who was not at all ashamed of his slow pace. Said the Hare to the Tortoise, "It would be rather good fun to see by how much I could beat you in a mile race, wouldn't? I expect I could get to the winning-post and back again to you, before you had gone a hundred yards." "Let us try," replied the Tortoise. So they agreed that a distant tree should be the winning-post and off they started. The Hare got away in grand style, but after running half a mile, said to himself, "Why should I hurry? I'll take a rest;" and sitting down for a rest, he fell asleep. The Tortoise, meanwhile, went on steadily and in time reached the sleeping Hare. He did not trouble to awaken him, but passed on. Just as he reached the winning-post the Hare awoke and continued the race. To his disgust and shame, he found that he had been beaten in a mile race by a mere Tortoise. It is not a good plan to be too sure.

68. *The Absent Son.*

In a certain State of Gujerat, in which education is free and compulsory, a man was, by mistake, brought before a magistrate and

charged with having refused to send his son to a certain school, because he objected to it, and with having assaulted the school-master when asked to do so. His (truthful) reply to the magistrate when asked why he should not be fined for this, caused some amusement. He said, "I should not be fined, because, in the first place I did not assault the school-master when he asked me to send my son to his school, for he never asked me; because, in the second place I have never refused to send my son to the school, for I have no objection to it; and because, in the third place, I have never kept my son from school, for I have not got a son."

69. *The Dreamers.*

Three poor men who were going on a pilgrimage, reached at night-fall a lonely wayside inn. After eating some bread they went to sleep, asking the landlord to wake them early in the morning, and to prepare a meal for them before they went away. To this the host replied, "Alas! You have eaten everything in the house with the exception of a single loaf." They said at first that they would divide the loaf, and make the best of it. But suddenly the youngest said, "No! by this means none of us will get a decent meal. Let us decide that the loaf shall be given in the morning to the one who dreams the finest dream." He had little doubt that whatever the others might dream, he could easily invent something far more wonderful. His friends agreed, and they all went to bed.

In the morning, the youngest said to the next older than himself, "Relate your dream," whereupon he described a very strange one. Upon hearing it the youngest one laughed, and told one ten times as strange. Turning to the eldest he then said, "And pray, what was *your* dream?" Said the eldest, "I dreamed that I arose and ate the loaf." His dream was a *true* one, and quite the finest of the three.

70. *The Wolf and the Hound.*

A lean and hungry Wolf was taking a walk one night with his friend, a fat and sleek Watch-dog. "How is it, my friend," said he, "that I am such a gaunt and bony fellow, always on the look-out for food, while you are so fat and cheerful-looking, and despise those morsels which I always eat when we come across them?" To which the Dog replied, "It is because you have no fixed meal-times as I have. I have a good meal of bones and biscuits three times a day." "And how can I enjoy such a pleasant life?" said the Wolf. "Easily enough," replied the Dog. "I can get you a place as guardian of a house.

if you like, and then, like me, you will be well-fed." The Wolf thanked the Dog and presently he said, "By the way, what is that mark round your neck?" "Oh, nothing," said the Dog, "it is only the mark of the collar by which I am chained up all day." "Chained up!" cried the Wolf. "Thank you for the news. I don't think I will accept a place in which the price of meals is the wearing of a chain all day. I prefer the forest and less food."


71. *The Two Rajahs.*

Two Rajahs were at war with one another. One of them was a Rajput, and an honourable and noble man. The other was a low, base fellow. The latter issued a notice that he would pay a lakh of rupees to the man who would murder his enemy and bring him his head in proof. He then wrote a rude and vulgar letter to the first Rajah in which he said, "You are a dog and I have put a price of one lakh upon your head and will give that sum to any man who will bring it to me." But the Rajput replied, "You are a Rajah, but I put *no* price on such a head as yours, and would not give one pie to the man who brought it to me." Insults sometimes return upon those who speak them.

72. *The Juggler and his Servant.*

A wandering juggler was lying asleep under the shade of a mango-tree. When he awoke he found that he had slept much longer than he had intended to do, and that he would be late at the tamasha for which he had been engaged. He hastily wound on his puggri and picked up the baskets containing the things with which he did his tricks. Then, turning to the chokra who was his assistant and servant, he said, "Now, you lazy rascal, why are you standing there, and for what, *fool*, are you waiting?" "I am waiting for *you*, master," replied the boy. It is easy to blame others when we are in the wrong.

73. *The Wolf and the Puppy-dog.*

A lean and hungry Wolf once stood outside a hut and tried to persuade a little Puppy-dog to come out, so that he could eat it up. "Why do you not creep out through this little hole?" said the Wolf; "it is just big enough for you to do so." "I know it is," replied the Puppy, "but I am quite comfortable here." The Wolf then said, "Have you any nice bones and meat and milk to eat and drink in there?" To which the Puppy replied, "No." "Come along with me then," said the Wolf, "I know where there are  We can eat

as much as ever we want and get as fat as our skins will let us." But the Puppy, who was wise beyond its years, only said, "Then I wonder you don't go and fatten yourself at once, for you certainly need it." Liars are always found out.

74. *The Goats, the Asses and the Sheep.*

Upon a very narrow path, which ran along the side of a steep cliff, two goats met face to face. There was no room to pass. Below them the face of the cliff fell sheer to the plain, while above them it towered like a wall, a thousand feet towards the sky. "We must fight the matter out," said the goats, and rushing forward with lowered heads, they met with a crash, and falling over the edge, were dashed to pieces. Shortly after, two asses met in the same way. "We must turn back and abandon our journey," they agreed, and back they both went with their business undone. Later on two sheep met each other on this dangerous path. "Lie down," said one, "and I will walk over your body. Should we meet another time, you shall walk over me." "Certainly," replied the other, and lying down, the first one stepped over him, and they went their way.

75. *A Guilty Conscience.*

A mother once found that one of her seven children was in the habit of going to her cupboard and stealing jam. She made up her mind to find out and punish the thief. Going to her cupboard one day, she found that a new pot of blackberry jam had just been opened and half of its contents stolen. That the theft was recent was plain from the fact that some juice was still trickling down the outside of the jar. Having called all the children together, she looked at their faces, hands and clothes, and seeing that none of these bore any trace of jam, spoke to the little ones: "Some naughty child has just been stealing my jam, and thinks I do not know which one it is. But I do — for the wicked one who did it, has got a large blackberry right on top of his head." Up went the hand of the youngest to his head. "Ah! it has gone now," said his mother to him, "and I think that a whipping will do you good. Come along."

76. *The Funny Headman.*

A poor Koli had a wife whose temper was so violent that when she was angry, she behaved more like a wild animal than a human being. One day her husband offended her and she flew at him like a panther and scratched his face severely. Running out of the

house the Koli met the headman of the village and told him of his troubles. "And, as you see, she even dared to scratch me, who am the head of her house," said he. But the headman who thought that it must be a poor weak creature who could not rule in his own household laughed at him and said, "Well, there is no law against people scratching their own heads."

77. *A Clever Mouse.*

A mouse was one day sitting, talking to an oyster. "Of all the poor, dull, worthless things," said the mouse, "I think you are the worst. You cannot run or jump or squeak as I can. In fact, you can do nothing whatever." To this the oyster replied, "Well, I can shut up altogether, but I do not think you can even shut your mouth." "And pray what is the use of shutting up?" asked the mouse. Just at that moment a cat came round the corner, and the oyster shut up so quickly that it caught the tail of the mouse, and the cat caught the rest of the clever animal.

78. *The Merciless Master.*

A man who owned an ass was in the habit of cruelly overloading the poor beast. The only reward the faithful and useful animal received for its patient labour was overwork, starvation and blows. One day the man loaded the ass with heavy bags of salt, the weight of which was such that the poor creature's back and legs bent beneath the burden. Doing its best to carry this heavy load, the ass crawled along, but its pace was not rapid enough to satisfy its brutal master. As it was crossing a narrow bridge, he rained blows upon it with a stick, until, attempting to run, it fell, rolled over the edge into the water, and in a minute the load of salt was quite spoilt. The cruelty of the man thus met its just punishment in the entire loss of his load of salt.

79. *Good Travelling.*

A potter, who had to go on a journey, mounted his ass and rode out of his village. After he had been on the road for about an hour he thought he would like to smoke. So he tried to light a *biri* although the wind was blowing strongly in his face. After three or four matches had been blown out as soon as they were struck, the potter turned his ass round so that he had his back to the wind. After one or two more attempts he lit his *biri*, and, holding his heels

into his ass rode straight on. In an hour's time, to his great surprise, he reached his own village again. He said to a neighbour, "I am bewitched! It has taken me two hours hard riding, to get from here to the same place!"

80. *Truth.*

A Madras policeman was once making a report with regard to an attack which he said had been made upon him by a man as he was going to the *thana*. Being able to write, and very proud of the fact, he drew up an account of the affair in writing. His superiors were much amused to read at the end of his long statement, "And when I had at last seized him and brought him to the choki he said it was *zullum* and that I was a thief and a *budmash*. All of which I hereby certify to be true."

81. *Flattery.*

A poor ryot who owed a sum of money to a Zemindar found that he could not pay it on the day that it was due, though he would be able to do so a few days later. As he was walking along, hoping that he would not be asked for the money for a few days, he saw the Zemindar riding towards him on a fine horse. Before the latter could speak, the man began to praise the horse and to admire its points. "Pray let me see you gallop him at full speed," he said at last. The flattered Zemindar turned and galloped away, while his debtor took the chance to escape at once.

82. *Tit for Tat.*

A very clever fox who loved a joke, once invited a stork to dine with him. The stork accepted the invitation with pleasure, and arrived very hungry. But to his great disgust he found that the food was spread out very thinly over a large flat dish, so that with the sharp point of his long beak he could pick up scarcely anything, while the fox quickly licked the dish clean. Some time afterwards, the fox was chased by hounds, and found himself near the home of the stork. "I am faint and weary, starving and dying of hunger and thirst," said he to the latter, "pray let me dine with you." To which the stork replied with a smile, "Certainly," and placed before him a tall jar with a tiny mouth. By means of his long bill he quickly emptied the jar, while all that the fox could get was a little liquid which ran down the outside of the vessel.

83. *The Clever Krait.*

A krait once met a porcupine and said, "Don't you think that if people are not pleased with one's company they should leave it?" "I do," replied the porcupine; "why do you ask?" "Why," said the krait, "I found a most comfortable little cave in which some rats were living, and when they said they did not like my company I told them they could leave it," and the krait smiled. "Where is the cave?" said the porcupine. "Come with me and I will show it to you," was the reply. But when they got there the porcupine entered and struck out his sharp quills, and when the krait complained, he only said, "If you do not like my company you can leave it."

84. *For One Rupee.*

A poor man was once attacked by five dacoits who thought he must have some money on him as he was returning from the market where he sold vegetables. After a long struggle in which he fought very fiercely with his lathi, the dacoits bound and searched him, but only found one rupee for all their hard knocks and exertions. At this the leader remarked, "What a determined fellow! If he fought like this for one rupee, he would have killed the five of us for a five-rupee note."

85. *The Polite Tiger.*

A tiger who had become too old and feeble to go hunting was lying at the mouth of a cave in which it lived, when a jackal passed by. "Come in and talk to me," said the tiger, "I am very lonely, and should be so glad of a pleasant chat with a person of your wisdom and education." "I fear the visit may not be good for my health," replied the jackal. "Oh, I am far too old and weak to hurt you," said the tiger; and added, "you can see by the large number of foot-prints how many visitors I have had." "Yes," replied the wary jackal, "I see many foot-marks pointing towards your den, but I see none pointing the other way."

86. *You cannot please Everybody.*

A man and his son were taking their ass to market, in the hope of selling it. The boy rode upon the back while the man led it. "Look at that shameless boy," said a woman, "riding at ease while his poor old father walks." So the boy got down and the man rode the ass. Shortly after, some passers-by remarked upon the selfishness of a

father who would ride while his son walked. So the father dismounted and neither of them rode. A man who saw this called out, "Look at those two fools! They have an ass and don't ride!" Whereupon they both got on its back. A little further on a girl said to her friend, "What cruel brutes! Two on one poor ass," and they both dismounted, and hiring a cart, put the ass in it. But everybody laughed at them, until at last the father said to his son, "Since we have tried to please everybody and failed, let us now please ourselves." They accordingly rode the ass in turns, and being quite satisfied with themselves, left other people to like or dislike their methods as they pleased.

87. *The Two Travellers.*

Two men were once walking along a forest path, talking of courage and loyalty. The bigger one, who had a gun, was boasting of his own bravery and fidelity, when suddenly a large bear came from behind a rock close in front of them, and stood in their way growling angrily.

The boaster fled to the nearest tree, dropped his gun, and climbed to a safe place without thinking of his poor friend. The latter flung himself upon his face as though dead. The bear smelt his body, turned him over, licked his face, and supposing him to be dead, went on its way leaving him unhurt.

The other man came down from the tree, and going to his friend said, "Well, what secrets did he whisper so quietly in your ear?" To which the little man, who owed his life to his own presence of mind, and not to the boasted bravery and fidelity of his companion, replied, "Why, he said, 'put not your trust in braggarts,' and I shall take his advice."

88. *Bad Companions.*

A father was very much troubled to see that his son was in the habit of spending his time in the company of boys of bad habits and evil ways. He therefore tried the following plan to impress upon his mind the facts that "Evil communications corrupt good manners," and "You cannot touch pitch and not be defiled."

He purchased one morning a dozen very fine large ripe mangoes of the most tempting appearance, and, showing them to his son, said, "These shall all be yours to-morrow evening," and then put them away in a cupboard after placing a rotten one in their midst. When

his son came for the fruit next evening, his father said, "Take them from the cupboard and enjoy as many of them as you can." The boy could enjoy none of them, for all were as rotten as the bad one which had touched and spoiled them. "In the same way, my son," said the father, "you will soon be spoiled and ruined by bad companions." The boy was so impressed by the quick rotting of the good fruit that touched the bad, that he ceased to go with low and evil companions.

89. *Doing as You please.*

There was once a boy whose parents were much too poor to give him a present on his birthday. However, they wished to give him some treat or pleasure, to take the place of the present which they could not buy for him. "What would you like to do on your birthday?" said they. "Would you like a holiday from school, or what?" After thinking for some time the boy said, "I should like to have permission to do exactly as I pleased on that one day, and not to be forbidden or punished, whatever I might do." The parents foolishly agreed, and when his birthday arrived the boy found himself quite free to do as he pleased for one day.

So he stayed away from school and lost his place in class; ate so much sugar at breakfast that he was sick; climbed a tree after a bird's nest, and fell and hurt himself very severely; beat a dog until it bit him; hunted a cat and caught it and got badly scratched; played with his father's knife and cut himself; made a bon-fire and burnt himself; and finally ate so much unripe fruit that he was taken ill, and had to be put to bed while the doctor was sent for. Next day he begged his parents never again to give him permission to do as he liked.

90. *The Stomach and the Limbs.*

A great quarrel once arose between the Stomach and all the Limbs of the Body. The Hands said, "Why should we be always at work, doing every kind of duty, and never resting all day, while the Stomach sits quiet?" The Feet replied, "True! And why should we walk mile after mile, and carry the body here and there, while the idle Stomach does nothing of the kind?" And the Head remarked, "See how I think and hear and look about, and work. When did the lazy Stomach ever think a thought, hear a sound, or see a single thing?"

The rebellious Limbs agreed that they would band together to injure their worthless enemy. The Feet promised to keep from

carrying the Body to where food might be found, the Hands said they would never prepare any, and the Head said that even if they did, the Mouth should not receive it. Thus, thought they, the Stomach would be starved and their revenge would be complete. But when the Stomach received no food, the Limbs grew so weak and ill that they soon gave up their plan, and decided that the Stomach was of some use after all.

91. *The Clever Lawyer.*

There was once a wicked lawyer who told a man not to pay a debt, but to pretend that he was mad, and therefore did not know what he was doing. Said he, "When you come before the judge, look foolish, and when any question is put to you, reply 'Baa!' as though you thought you were a goat." The man agreed to do so, and when called before the judge for not paying his debt, he put on a look of great stupidity, and when questioned only replied by bleating 'Baa!' like a goat. "The man is mad," said the judge, "and the plaintiff was wrong to lend money to a mad man, and must lose his case."

Shortly afterwards the clever lawyer came to the house of that man and said, "Please pay my bill. I saved you ten thousand rupees by my cleverness and you must pay me one thousand as my share." But the man put on a look of great stupidity and only replied by bleating 'Baa!' like a goat. As he was soon after put in a lunatic asylum neither of these clever men gained much.

92. *The Inquisitive Woman.*

A man was once very much amused, and sometimes rather annoyed, by his wife's inquisitiveness and curiosity. So inquisitive was she, that she could never rest until she had found out everything about her neighbours, and was always prying into matters with which she had no concern. One day her husband found a mouse in the mouse-trap, and placing the little animal in a box, he took it to his wife, and said, "My dear, I shall be out all day, and I want you to keep this box for me, and give it to my brother when he calls for it this afternoon. I beg of you not to open the box, and I assure you that it contains nothing that in any way concerns you. Will you promise not to open it, or must I seal it up?" His wife promised not to open it, and the man went out. No sooner had he gone out than his wife opened the box, and the mouse jumped out.

Upon his return in the evening the husband said to her, "Please bring me the box which I left with you. It contained a live mouse, and if it is still there, I am going to give you this diamond ring which I have brought from the jeweller's on approval."

But the mouse was not there and the diamond ring was returned to the jeweller next morning.

93. *The Clever Young Fish.*

A very young fish, like so many other very young people, thought that he was really clever; far cleverer in fact than either of his parents. One day he and his father were swimming along in the river, when the young fish said, "I wonder you are not more careful in your style, father. You are not really half so smart, quick and active as I am." To which his father replied, "And who made you smart, quick, and active, my son?" But the young fish felt that his father's remark was silly, and made no reply as his father, with a swift rush, caught a fat fly which was struggling in the water. "You did that fairly well," said he, "but your eyesight is not at all sharp. Look at that beautiful little worm just in front of your nose. Why did you not swiftly and gracefully seize it? Now watch me and you shall see how it should be done." And before his father could stop him, he swallowed the worm, and a moment later lay gasping on the bank. The worm contained a fish-hook, as his father well knew. The young often *think* that the old are fools, the old often *know* that the young are.

94. *The Fox and the Goat.*

A certain young goat was very fond of a fox, in spite of the fact that its parents strongly disliked the fox as a friend for their child, and often forbade him to play with the fox, or have anything to do with him.

One day the fox and the goat were playing near a well, when the fox fell in and was unable to regain the edge of the well, as there was nothing from which he could get a spring. After swimming round for some moments he called out to the goat, "Here, I have jumped into the well, and it is so cool and pleasant! Why don't you come in too? I can't tell you how sweet the water is, and of course the flies cannot trouble one either." But the goat was doubtful. "Can you get out again?" said he. "Most certainly I shall get out again," replied the fox, "if you come in, I'll soon show you how to get out

again." The foolish goat then jumped in, and the fox, climbing on his back, sprang out of the well, remarking, "That is how it is done, if you wish to know," and left his poor friend to his fate.

95. *Presence of Mind.*

An Indian servant was once crossing the compound of his master's bungalow on a very dark night. His feet were bare and, suddenly to his great horror, he felt that he had trodden upon a snake, and knew that his last hour had come. In the smallest part of a second, however, the thought flashed across his mind, "I may perhaps have put my foot upon its neck, and in that case it cannot bite me." So instead of removing his foot he pressed it down the more firmly and found with joy that he did not feel the serpent's teeth in his flesh. There he stood and shouted for help. For a long time no one heard him, but at length lights appeared, and he saw some of his fellow-servants coming with lanterns. As they drew near, he shouted to them to save him from a snake. They found him standing upon a krait (a most poisonous little snake) whose head was just showing from under his foot. Had the man tried to leap away as he felt his foot touch the snake, he would have been bitten before he had moved an inch, and would have been dead in a few minutes. The snake was killed and everybody praised the brave servant for his presence of mind.

96. *The Faithful Dog.*

A small boy, when staying with some relations, was delighted to receive upon his sixth birthday a present of a fox-terrier. The boy and the dog became the best of friends and were always together. After some months the boy returned to his father's house, taking his dog with him. On the night of his son's return the father was awakened by the dog leaping on to his bed. He angrily ordered the dog away, but instead of obeying as it usually did, it kept on jumping on to the bed and tried to pull the bed-clothes from the gentleman's shoulders. Becoming enraged, the latter sprang out of his bed, and the dog at once seized the clothing and tried to drag him towards the door. Picking up his slipper the father struck the dog sharply, ordering him to get out of the room. But the dog only barked, rushed to the door and back, and again, in spite of blows, tried to drag him to the stairs. Failing in this, the dog ran out of the room, and raised such a fearful noise by barking and howling, that the man rushed out meaning to thrash

the dog and turn it out of the house. When it saw him coming, the faithful animal fled towards its little master's room, and following it in anger the father entered the room to find it full of smoke and flame. He saw that his son's bed was on fire and he was only just in time to save the child's life. The dog had made a great return for the kindness and love of the boy.

97. *The Pet Mongoose.*

A little English boy who lived with his parents in India, once received a present of a mongoose from his father's butler. His mother, however, did not like the pet, and would not have it near her. "It looks like a great rat," she would say, "pray take it away at once."

One night she went into her son's bedroom with her husband, to kiss her boy before she went to bed. To her great disgust, she saw the mongoose lying curled up on the little one's bed. "Oh! do drive the nasty thing away," cried she, "I hate to see it on his bed. It might bite him while he is asleep." But her husband replied, "There is no fear of that. The child is at any rate quite safe from snakes while his pet is in the room." The mother was not satisfied however, and, after going to bed, she lay awake thinking of the fierce-looking little animal lying near her boy's pretty head. At last she got up and went back to his room to drive the mongoose out of it. On entering, however, she gave a scream which brought her husband running to the spot. There, by the bed, was not only the mongoose but a huge cobra which it had just killed.

98. *The Foolish Goat-herd.*

A boy who minded a flock of goats, once thought that it would be a fine joke to make fools of some woodmen who were working not far away. The men were busily felling trees and loping the branches for firewood, while the boy lay idly under a shady bush planning mischief. Suddenly he leapt up, and wildly waving his arms, shouted "Wolf! wolf!" at the top of his voice. The woodmen, hearing his cries, and thinking that a wolf was killing the goats, came running from the forest with their sharp axes to protect the flock. "Where is the monster?" they shouted as they arrived; but the boy laughed in their faces, and said, "In the jungle somewhere, I suppose: I did not say he was *here*. What have you come for?" The angry men returned to their work, promising the boy a sound thrashing if he played them such a trick again.

Shortly afterwards, as the boy sat watching his flock, he saw a great wolf spring into the midst of the goats, and commence killing them right and left. Leaping to his feet he shouted, "Wolf! wolf!" to the woodmen who were working near; but they only said, "There is that fool of a boy at his tricks again: we must certainly punish him." After worrying the goats, the wolf seized the boy and bit him severely.

99. *Honesty is the Best Policy.*

Two poor ragged and hungry boys once met a gentleman who allowed them to carry home two parcels for him, as he wished to give them an opportunity to earn a little money. When they arrived at his house he gave them each what he thought to be a half-anna piece. But in the darkness he had given them each a rupee, and did not discover his mistake that night. The boys did, however, as soon as they reached a shop where food was sold. The first one said, "Look! the silly old man has given me a rupee instead of a half-anna piece! Shan't I have a good time until it is gone!" The other boy then looked at his coin and found that he had also received a rupee. "You do not suppose that the gentleman really meant to give us these, do you?" he asked. "No, he made a mistake in the dark, of course," replied his friend, "and when he finds it out he won't find me." The other boy, who was honest, then told his friend that he was no better than a thief; to which the friend replied that he would rather be a thief than a fool. He began to spend the money, but the honest boy would not touch his, but went with it in the morning to the gentleman's house and returned it. This so pleased the man that he told him to keep it, and gave him another. He then complained to the police of the conduct of the other boy, who was caught, taken before a magistrate, and soundly whipped.

100. *An Ancient Myth.*

A poor woodman was returning from his work in the forest one day, when, as he was crossing a bridge, he dropped his axe into the water, and it sank to the bottom of the deep and rapid stream. As he stood thinking how he was to purchase another, the god Mercury came to him, and asked him the reason of his trouble. Upon hearing of the matter, Mercury said that he would restore it to him, and added, "Was it not a fine axe of gold, with a jewelled handle?" The honest woodman replied that it was only a common axe, but though old and worn, it was sharp and strong, and the only one he had. Mercury then took out a golden axe with a jewelled handle from beneath his

cloak, and saying, "I love an honest man," gave it to him and went away. An idle neighbour, seeing the man return with an axe of such value as to make him rich for life, listened to his story, and then went to the spot where Mercury had appeared, and flung his own axe into the water. He then sat down and began to weep. To him Mercury appeared and said, "Why do you cry?" "Alas!" replied the liar, "as I was crossing this bridge, my golden-handled axe slipped from my hand and fell into the water. I am too poor to buy another and shall starve to death." "In that case I advise you to dive for it," said Mercury politely, and disappeared, leaving the man to bewail the loss of his axe.

Exercise 3.

1. Relate a story to exemplify the saying, "Union is strength."
2. Tell a story to enforce the truth, "Slow and steady wins the race."
3. Relate a story in which is illustrated the proverb, "Once a liar always a liar."
4. Relate a story to impress the advice, "Look before you leap."
5. Make up a story of your own.

CHAPTER III.

STORY WRITING. (*Continued.*)

FOURTH STAGE.

1. The teacher should read one of the following "stories in outline."

2. After he has ascertained that the boys have thoroughly grasped the story as a whole, he should ask the boys to write it in a *readable* and *enlarged* form.

OUTLINE.

Good out of Evil.

A merchant riding home from a fair—a large sum of money with him—sudden heavy rainfall—merchant gets wet—his grumblings—shortly after attacked by a robber—robber's attempt to shoot—failure—powder damp—the merchant escapes.

The Outline enlarged into a Readable Story.

A merchant was once riding home from a fair with a bag containing a large sum of money. He had not gone far when suddenly the sky became overcast and it rained very heavily. The merchant got very wet and so he grumbled not a little. Proceeding however on his journey he came to a dense forest where he was waylaid by a robber who pointed a gun straight at him, and pulled the trigger. But there was no report and he escaped unhurt, for the powder had been wetted by the rain. When he found himself safe he said, "Good sometimes comes out of evil."

STORIES IN OUTLINE.

Exercise 4.

*Let Class write in a **readable** and **enlarged** form the following "stories in outline":—*

1. Hercules and the Waggoner.

A carter driving along a muddy road—the wheels stick fast in the mud—does not make any effort to move the cart—calls upon the god Hercules to help him—Hercules rebukes him: "Put your shoulder to the wheel and I shall help you"—he does so—the cart moves. "Heaven helps those who help themselves."

2. The Dog and the Shadow.

A dog with a piece of flesh in his mouth—crosses a stream—sees his own shadow—mistakes it for another dog with a piece of flesh—tries to snatch the shadow of the piece of flesh—loses his own. Do not be greedy.

3. More Haste, Less Speed.

A boy—a jar with a narrow neck—plums in the jar—tries to take out a handful—fails—advice: one at a time—succeeds.

4. An Elephant's Revenge.

Elephant passes by tailor's shop daily—is always given something to eat—tailor pricks his trunk one day—elephant fills his trunk with dirty water—floods the tailor's shop.

5. A Cunning Crow.

A dog with a bone—noticed by a crow—the crow's trick—flies away—returns with another crow—both come to the dog—one pulls the dog's tail—the dog drops the bone and turns round—the other flies away with the bone.

6. The Monkey and the Wedge.

A sawyer and a monkey—a partly-sawed log of wood—a wedge driven in to keep the two halves apart—monkey notices it—sits on the log—pulls out the wedge—tail crushed. Do not be mischievous.

7. *A Thief detected.*

Midnight -- man with a basket containing charcoal -- policeman suspicious -- questions him -- the man hesitates -- basket searched -- silver vessels found -- result.

8. *Served Right.*

A forest -- a bag of money -- found by three men -- agreed to divide the money -- get hungry -- one goes to buy food -- puts poison in the food -- the other two decide to murder him -- is killed on his return -- the food eaten -- result.

9. *A Clever Thief.*

A carpenter -- finds his oil stolen every day -- thief not found -- peeps through a hole in the door -- notices a rat -- its trick -- dips in its tail and licks off the oil -- trap laid -- rat caught.

10. *A Murderer detected.*

A policeman on night duty -- people sleeping in the open air -- one of them speaking aloud in sleep -- guilt found out -- murderer traced -- result.

11. *Always at Dinner.*

Two friends meet after many years -- both much changed -- one grown fat -- the other thin -- do not at first recognise each other -- the fat man remarks: "You look as if you had had no dinner" -- the other man replies: "And you as if you had been always at dinner."

12. *A Curious Explanation.*

A traveller with two horses -- one with a long tail and the other a short one -- stays at a dharamsala -- is charged four annas more for the former horse than for the latter -- asks why -- reply: the long-tailed horse can use its tail to brush off the flies while eating, while the short-tailed horse its head only, hence the latter eats less.

13. *A Fisherman's Belief.*

A Koli out fishing -- heavy rains -- gets under a bridge -- fishes there -- remark of a passer-by: "Won't get any fish there" -- reply: "Fishes will come here to keep out of the rain."

14. *A Nervous Man.*

A nervous man - afraid of snakes - has heard of snakes hiding in riding-boots' - puts on his boot one day - feels something sharp - cries out and stamps - servants run in - he faints - boot removed - only a spur inside.

15. *Kamala and Bimala.*

A widow and her two daughters - Kamala the elder, wicked like her mother - Bimala, gentle and good, but ill-treated - has to go daily to a well three miles away - fairy appears to her as a beggar - asks for water - gets it - rewards Bimala: a pearl falls from her mouth each time she speaks - her mother notices it - is envious - sends Kamala to the well - rude to fairy - is cursed by her - each time she speaks a toad comes out of her mouth.

CHAPTER IV.

STORIES FOR ABSTRACT-MAKING.

1. *Let boys read one of the following stories.*
2. *Then let them write in their own words the **substance** of that story, omitting all details.*

General Napier and an Indian Juggler.

On one occasion a famous juggler visited General Napier's camp and performed his feats before him, his family, and staff. Among other performances, this man cut in two, by a downward stroke of his sword, a lemon placed on the outstretched hand of his assistant. Napier thought there must be some trick or deception in this. To divide by a sweep of the sword so small an object, without wounding the hand, he believed to be impossible. To determine the point, the General offered his own hand for the experiment, and stretched out his right arm. The juggler looked attentively at the hand, and said he would not make the trial. "I thought I should find you out!" exclaimed Napier. "But stop," added the other, "let me see your left hand." The left hand was submitted, and the man then said, "If you will hold your arm steady, I will perform the feat." "But why the left hand and not the right?" "Because the right hand is hollow in the centre, and there is a risk of cutting off the thumb; but the left is high, and the danger will be less." Napier was startled. "I now saw," he said, "that it was a genuine feat of delicate swordsmanship, and, if I had

not abused the man as I did before my staff, and challenged him to the trial, I honestly acknowledge that I would have retired from the encounter. However, I set the lemon on my hand and held out my arm steadily. The juggler balanced himself, and, with a swift stroke cut the lemon into two pieces. I felt the edge of the sword on my hand, as if a cold thread had been drawn across it, and was quite satisfied without desiring any repetition of the experiment."

[*MODEL.* An Indian swordsman once performed, in the presence of General Napier, his family and staff, the feat of cutting in halves a lemon placed on the hand of his *chokra*. The General suspected some trick in this, and, offering his own right hand, challenged the man to repeat his performance. This the juggler declined, after examining the hand, though he showed himself quite willing to do so on the left hand. As Napier had openly reviled the man, he could not now withdraw. So the left hand was offered, and the juggler split the lemon. His reason for refusing to operate on the right hand was that it was hollow in the centre, and there was therefore the risk of cutting off the thumb.]

Exercise 5.

Re-write, in your own words, the following stories, omitting all details and giving only the substance of them :—

1. *The Dervish.*

A dervish, travelling through Tartary, having arrived at the town of Balkh, went into the king's palace by mistake, thinking it to be a caravansary. Having looked about for some time, he entered into a long gallery, where he laid down his wallet and spread his carpet, in order to repose himself upon it. He had not been long in this position, before he was discovered by some of the guards, who asked him what his business was in that place. The dervish told them he

intended to take up his night's lodging in that caravansary. The guards let him know, in a very angry manner, that the house he was in was not a caravansary, but the king's palace. It happened that the king himself passed through the gallery during this debate, and, smiling at the mistake of the dervish, asked him how he could possibly be so dull as not to distinguish a palace from a caravansary. "Sire, give me leave to ask your majesty a question or two. Who were the persons that lodged in this house when it was first built?" The king replied, "My ancestors." "And who," said the dervish, "was the last person who lodged here?" The king replied, "My father." "And who is it," said the dervish, "that lodges here at present?" The king told him that it was he himself. "And who," said the dervish, "will be here after you?" The king answered, "The young prince, my son." "Ah, sire," said the dervish, "a house that changes its inhabitants so often, and receives such a perpetual succession of guests, is not a palace but a caravansary."

2. *The Cunning Jackal.*

An Elephant named Karpūratilaka lived in the forest of Brāhma. He was the envy of all the jackals in the neighbourhood, and they said among themselves: "If anything were to happen to this beast, we should have enough to live on for four or five months." One of them, an old Jackal of great cunning, said, "I will see what I can do to bring about this result." So he went up to Karpūratilaka, made a humble obeisance, and said: "Noble sir! deign to cast your eyes on me." "And pray who are you?" answered the Elephant, "and where do you come from?" The Jackal replied, "Sir! I am a jackal. The animals of the forest have met together in assembly, and have resolved to choose a ruler. They have chosen you, most noble sir, as endowed with every princely virtue, and they beg to offer you the sovereignty of the forest. Therefore, that the auspicious moment for proclaiming your majesty's sovereignty may not pass by, make haste and come with me: I will show you the road." The Elephant then started, but as he was running along the road pointed out by the jackal, in great haste to secure the sovereign power offered him, he fell up to his neck into a bog. "My worthy Jackal," cried the Elephant, "what is to be done now? I am set fast in this bog." The Jackal said, laughing: "If your majesty will have the goodness to take hold of the end of my tail, I will pull you out." So the end of it was that the Elephant, unable to escape from the bog, was eaten by the jackals.—*Hitopadesa.*

3. *The Demon Ghantākarna.*

There is a town named Brahmapura in the Sriparvata mountains. It was commonly reported there that the top of the mountain was haunted by an evil spirit called Ghantākarna. The truth was that a thief, who had stolen a bell, had been caught and killed by a tiger as he was making his escape with the plunder. The bell had fallen from his hand, and was found by some monkeys, who picked it up and kept on ringing it. Now it was known that the man had been devoured by the tiger, and at the same time the ringing of the bell was heard, so the people concluded that the demon was devouring men and ringing his bell. They therefore all fled from the town. A woman called Karālā who had a little more sense than the rest of her fellow townsmen, set to work and found out the reason for the sound of the bell. So she went to the prince who ruled the town, and said: "Sir! for a trifling remuneration I think I could settle this demon Ghantākarna." The prince, delighted at the suggestion, paid her what she asked. She then started for the mountain, and took with her such fruits as she knew monkeys were fond of. On arriving on the scene she strewed the fruits about. Directly the monkeys saw the fruits they dropped the bell and pounced upon the fruits. Karālā promptly picked up the bell and returned with it to the town, where she was received with the greatest respect and admiration.—*Hitopadesa.*

4. *A Clever Stratagem.*

On a mountain called Mandara lived a lion who used to kill and eat the beasts who inhabited the same mountain. They therefore held a meeting, and passed a resolution that, to avoid the wholesale destruction that was going on, they would themselves voluntarily furnish each day an animal for the lion's meal. This was communicated to the Lion, who assented to this plan, and, confined himself afterwards to the beast daily allotted him. It so happened that it came one day to an old rabbit's turn to be handed over, and he thought to himself: "Great reverence is paid to this lion, through the hope of escaping destruction: if I must be killed and eaten, I must, but I certainly don't mean to be over and above respectful; so I shall not hurry myself about going." The Lion was very hungry, and called out to the Rabbit in an angry tone of voice, "Why have you been so long coming?" The Rabbit replied, "I am very sorry, but it is not my fault: I was on the road, and another lion detained me. Before he let me go, he made me swear an oath to return, and I have come to tell your lordship this." The Lion was furious, and he exclaimed,

"Where is this impudent scoundrel? Pray show me." The Rabbit answered, "If your lordship will follow me I will bring you to him"; and led him to a deep well full of clear transparent water. The Rabbit said, "This is where he dwells." The Lion looked in and saw his own reflection in the water. Bursting with rage and pride, he leaped down to make an attack on his supposed enemy, and was drowned.—*Hitopadesa*

5. *The Jackal outwitted.*

A jackal was once wandering about the suburbs of a town and fell into an indigo vat. He was unable to get out, and so when the owner of the indigo came in the morning, he lay still pretending to be dead. The man pulled him out, and taking him away some little distance, threw him down and left him. The jackal then got up and ran away into a wood. On looking himself over to see what damage he had received, he found that he was dyed a rich blue, and he thought to himself: "I ought to be able to make something out of my magnificent appearance." So he got together all the jackals, and he addressed them as follows: "Do you see my splendid colour? I have been anointed to sovereignty of this wood by the goddess herself who rules over it, and this is the result. Nothing hereafter must be carried out in this forest except by my order." The jackals were much impressed by his appearance and colour, and professed absolute submission to his orders. After a time, however, he induced lions and tigers and other animals of a much superior order to accept his authority, and began to look down upon the jackals and to treat them with contempt. Indeed, he would have nothing whatever to say to his own immediate relations. An old jackal, who was wiser than the rest, perceiving their annoyance and vexation, said: "Don't be annoyed: I will undertake to put an end to this ill-conditioned stuck-up kinsman of ours. The tigers and these other beasts who have submitted to his rule do not know that he is only a jackal. Now do exactly as I tell you: when the evening comes you go close by him and set up a yelling; when he hears that he will respond, and make exactly the same noise. When the tigers recognize the jackal by his voice they will set on him and kill him." And so it came to pass as the jackal had said.—*Hitopadesa*.

6. *The Crane and the Crab.*

There is a pond in the Malva country called Padmagarbha. In this pond lived an aged Crane who had grown very decrepit, and presented a deplorable appearance as he stood moping in the water without attempting to find any food. A Crab observed him, and keeping at a respectful distance, asked him why he stood in that dejected state. "My worthy friend," replied the Crane, "I live on fish: but I hear that all the fish in this pond are going to be caught and killed. It is quite clear, therefore, that my days are numbered, and so I shall not take any more trouble to get food." The fish in the pond heard this conversation; they therefore debated among themselves what they had better do, and since, on this occasion at least, there was nothing to fear from their natural enemy the Crane, they thought it might be well to ask his advice. So the fish went in a body to the Crane and said: "Sir, we have heard of our impending destruction; we have come to ask your advice. How shall we escape?" "Easily enough," answered the Crane. "Go to another pond. I will take you there one by one." The fish, terrified at what looked like certain death to them, gladly consented to accept the Crane's services; so he took them out of the pond one at a time and ate them, always coming back and saying to the remaining fish: "Your friend reached the other pond in safety." At last a Crab came up and said: "My worthy Crane, I wish you would take me to this pond." The Crane assented very willingly, for he thought that the Crab would make him an excellent meal; so he picked him up and carried him to the same place as that to which he had taken the fish. When they arrived there, the first thing that attracted his notice was the number of fish bones with which the ground was covered. He immediately perceived that he had been trapped, and he said to himself: "Well, I have been nicely caught. I must use all my wits to get out of this." So the Crab seized the Crane by the throat and held on until he was strangled.—*Hitopadesa.*

7. *Patisena and the Bhikshunis.*

In ancient times there lived an old mendicant by name Patisena. Now this man had such a poor memory that he could not, do what he might, learn by heart even so much as a single hymn. When Buddha came to know of this he ordered five hundred teachers to instruct him day by day. These men spent full three years, still Patisena remained as ignorant as ever. Everyone now began to cast ridicule on the poor mendicant, till at last the good Lord Buddha called him to his side and gently repeated to him the hymn. The Master

kindness so worked upon the old man that his memory was quickened and forthwith he repeated the sacred verse. Buddha then explained to him its deep significance, so that he became enlightened and attained the dignity of a religious teacher. Now at this time there lived in the same town five hundred Bhikkshunis or nuns, and they longed to acquire the knowledge of the sacred laws. So they petitioned Buddha to send them a teacher. When Buddha heard their request he sent for Patisena and ordered him straightway to go to the nunnery and there to instruct its inmates. They, who had heard of his dullness, were greatly disappointed at this. Obeying the Master's orders Patisena betook himself to the house where the five hundred nuns lived. There he was received kindly and offered food, which he ate after washing his hands. He then seated himself on a high seat, as befitted his dignity. The nuns looked at one another and smiled and then begged him to begin his discourse. "Sisters," said Patisena, "my talent is small, my learning is very little, I know only a single hymn. So I will repeat it and explain to you its meaning." So saying he repeated the sacred verse and requested the nuns to say it over again. They, who wanted to fool him, attempted to say it *backwards*. But lo! they could not open their mouths; and filled with shame, they hung down their heads in sorrow. Then Patisena began to expound the verse, even as the Lord Buddha had instructed him. And his hearers were filled with joy and light, and thereafter lived for ever in humility. *Adapted from Dhammapada.*

8. *Al Mansur.*

The Calif, Al Mansur, is known in history as a great patron of poets and learned men. It is said that he possessed a remarkably retentive memory, so much so that he could remember a poem after having heard it only once. He also had a slave who could repeat any poem after hearing it twice, and a slave-girl who could say a poem word by word that she had heard three times.

One day a poet came to Mansur with a poem in his praise, to whom the Calif said: "If we are satisfied that this poem is your own composition and that it is not borrowed from any other poet's works we will give you a fitting reward in recognition of your merits, —even the weight in money of that upon which the poem is written. But we must be perfectly satisfied that you are the author of it. It is evident that if any one else is familiar with the poem and could repeat it, your claim to have composed it cannot but be false, and in that case you get nothing from us —nay, in that case your reward shall be ignominious dismissal from our court. So now let us hear your poem."

The poet, feeling sure of a rich reward, recited his poem. To his great consternation, however, the Calif, having heard it once, repeated it word-by word, although it was a lengthy poem of no less than one thousand lines. Turning to his slave, he then said: "And this slave, too, knows it by heart." He then commanded the slave to repeat the poem which he did, as he had heard it twice. The slave-girl who had now heard it thrice, was asked to recite it, which she did word by word. The poor poet was utterly dismayed, and left the Calif's court in shame and sorrow.

Another poet, who was at that time in court and saw through the Calif's trick, determined to outwit him. So he composed some difficult verses, and scratched them upon a marble slab, which he wrapped in a cloak and placed on the back of a camel. Then disguising himself, he came to Al Mansur's court and declared his purpose in these words: "O Commander of the Faithful! I have composed a poem in praise of your many great qualities both of head and heart." To him Al Mansur replied: "If the poem is really your own, and if you can satisfy us on that point, then we give you gold as much in weight as that upon which your poem is written." The poet now recited the panegyric he had composed, which, being extremely difficult and intricate, the Calif could not commit to memory. As a last hope he looked towards the slave and the slave-girl, but neither could repeat it. Al Mansur was now utterly outwitted, so he said: "O Poet, bring hither that whereon your poem is written, that we may give you its weight in gold." To the Calif's utter amazement, the poet produced the slab of marble and said: "Commander of the Faithful! I could find no paper whereon to write my poem; but I had amongst the things left me at my father's death this slab of marble, so I scratched my verses upon it." There was now no help for it but to give the poet its weight in gold, which Al Mansur did.—*Adapted from Masudi.*

CHAPTER V.

STORIES IN VERSE.

The Class should carefully read a piece of verse containing some story. They should then write out the *substance* of that story in simple prose.

A

THE ANT AND THE CRICKET.

A silly young cricket, accustomed to sing
Through the warm, sunny months of gay summer and spring,
Began to complain, when he found that at home
His cupboard was empty and winter was come.

Not a crumb to be found
On the snow-covered ground ;
Not a flower could he see,
Not a leaf on a tree :

'Oh, what will become,' says the cricket, 'of me ?'

At last by starvation and famine made bold,
All dripping with wet and all trembling with cold,
Away he set off to a miserly ant,
To see if, to keep him alive, he would grant

Him shelter from rain :
A mouthful of grain
He wished only to borrow,
He'd repay it to-morrow :

If not, he must die of starvation and sorrow.

Says the ant to the cricket, 'I'm your servant and friend,
But we ants never borrow, we ants never lend ;
But tell me, dear sir, did you lay nothing by
When the weather was warm ?' Said the cricket, 'Not I.

My heart was so light
That I sang day and night,
For all nature looked gay.'

'You sang, sir, you say ?'

Go then,' said the ant, 'and dance winter away.'

Thus ending, he hastily lifted the wicket
And out of the door turned the poor little cricket.
Though this is a fable, the moral is good:
If you live without work, you must live without food.

B

[*MODEL.* A young cricket, who did nothing but sing in summer and spring, found at last, when winter came, that he had nothing to eat. The ground was all covered with snow and there was not a leaf or a flower to be seen. When he at length began to starve and shiver with cold, he went to an ant and begged for a mouthful of grain, promising to return it later on. Said the ant: "We neither borrow nor lend; but excuse me if I ask you what you did before winter arrived. Did you not store anything for the cold weather?" "No," replied the cricket, "I spent all my time in *singing*." "Then," remarked the ant, "you had better go away, and *dance* all through the winter."]]

A

KING BRUCE AND THE SPIDER.

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch and wore a crown,
But his heart was beginning to sink.

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed;
And so he became quite sad.

He flung himself down in low despair,
As grieved as man could be:
And after a while he pondered there,—
"I'll give it all up," said he.

Now just at the moment a spider dropped,
With its silken filmy clew;
And the king in the midst of his thinking stopped
To see what the spider would do.

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine,
That how it would get to its cobweb home
King Bruce could not divine.

It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slipping sprawl,
As near to the ground as ever.

Up, up it ran, nor a second did stay,
To utter the least complaint,
Till it fell still lower; and there it lay
A little dizzy and faint.

Its head grew steady — again it went,
And travelled a half yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

Again it fell, and swung below;
But up it quickly mounted,
Till up and down, now fast, now slow,
Nine brave attempts were counted.

“Sure,” said the king, “that foolish thing
Will strive no more to climb,
When it toils so hard to reach and cling,
And tumbles every time.”

But up the insect went once more;
Ah me! 'tis an anxious minute:
He's only a foot from his cobweb door;
Oh, say, will he lose or win it?

Steadily, steadily, inch by inch,
Higher and higher he got,
And a bold little run at the very last pinch
Put him into his native cot.

"Bravo! bravo!" the king cried out;
"All honour to those who try;
The spider up there defied despair;
He conquered, and why should not I?"

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time he did not fail.

Pay goodly heed, all ye who read,
And beware of saying, "I can't";
'Tis a cowardly word, and apt to lead
To idleness, folly and want.

Whenever you find your heart despair
Of doing some goodly thing,
Con over this strain, try bravely again,
And remember the Spider and King.

B

[*MODEL.* Robert Bruce, King of Scotland, was once in a very dejected mood. He had often tried to achieve the object on which he had set his heart, but without any success. Just as he was thinking of giving up the attempt, he noticed a spider dropping down with its thread from the ceiling of the room. The King anxiously waited to see what the spider would do. The ceiling was far away and he wondered how it could ever manage to get there. The spider tried to reach the ceiling by going up the thread, but it failed and fell back. Another attempt was made, and again it failed. In all it made nine such attempts without any success. The King now thought that it would give up making any further trial, when, to his great surprise, it once more climbed up, and at last, succeeded in reaching the roof. Bruce could not but admire the perseverance shown by the little insect, and, imitating its example, he too tried once again, and was successful.]

Take lesson from this story of the King and the Spider, and never be discouraged by failures, but try again and again until success comes to you.]

Exercise 6.

Let Class write in simple prose the substance of the following "stories in verse":—

1. THE LITTLE FISH THAT WOULD NOT OBEY.

'Dear mother,' said a little fish,
'Pray is not that a fly?
I'm very hungry, and I wish
You'd let me go and try.'

'Sweet innocent,' the mother cried,
And started from her nook,
'That horrid fly is put to hide
The sharpness of the hook.'

Now, as I've heard, this little trout
Was young and foolish too,
And so he thought he'd venture out,
To see if it were true.

And round about the hook he played,
With many a longing look,
And—'Dear me,' to himself he said,
'I'm sure that's not a hook.

'I can but give one little pluck:
Let's see, and so I will.'
So on he went, and lo! it stuck
Quite through his little gill.

And as he faint and fainter grew,
With hollow voice he cried,
'Dear mother, had I minded you,
I need not now have died.'

2. *THE SNUFF-BOXES.*

A village pedagogue announced one day
Unto his pupils, that Inspector A
Was coming to examine them. Quoth he:
"If he should try you in Geography,
Most likely he will ask—'What's the Earth's shape?'
Then if you feel as stupid as an ape,
Just look at me: my snuff-box I will show,
Which will remind you it is round you know."
Now, the sagacious master, I declare,
Had two snuff-boxes—one round, t'other square;
The square he carried through the week, the round
On Sundays only.

Hark! a footstep's sound:
'Tis the Inspector. "What's the Earth's shape, lad?"
Addressing one by name. The latter, glad
To have his memory helped, looked at the master;
When, piteous to relate, O, sad disaster!
The pupil without hesitation says:
"Round, sir, on Sundays, square on other days."

3. *MEDDLESOME MATTY.*

One ugly trick has often spoiled
The sweetest and the best;
Matilda, though a pleasant child,
One ugly trick possessed,
Which, like a cloud before the skies,
Hid all her better qualities.

Sometimes she'd lift the tea-pot lid,
To peep at what was in it;
Or tilt the kettle, if you did
But turn your back a minute.
In vain you told her not to touch,
Her trick of meddling grew so much.

Her grandmamma went out one day,
And by mistake she laid
Her spectacles and snuff-box gay
Too near the little maid;
'Ah! well,' thought she, 'I'll try them on,
As soon as grandmamma is gone.'

Forthwith she placed upon her nose
The glasses large and wide;
And looking round, as I suppose,
The snuff-box, too, she spied:
'Oh! what a pretty box is that;
I'll open it,' said little Matt.

'I know that grandmamma would say,
"Don't meddle with it, dear";
But then, she's far enough away,
And no one else is near:
Besides, what can there be amiss
In opening such a box as this?'

So thumb and finger went to work
To move the stubborn lid,
And presently a mighty jerk
The mighty mischief did;
For all at once, ah! woful case,
The snuff came puffing in her face.

Poor eyes and nose, and mouth beside,
A dismal sight presented;
In vain, as bitterly she cried,
Her folly she repented.
In vain she ran about for ease;
She could do nothing now but sneeze.

She dashed the spectacles away,
To wipe her tingling eyes,
And as in twenty bits they lay,
Her grandmamma she spies.
'Hey-day! and what's the matter now?'
Says grandmamma, with lifted brow.

Matilda smarting with the pain,
And tingling still, and sore,
Made many a promise to refrain
From meddling evermore.
And 'tis a fact, as I have heard,
She ever since has kept her word.

4. *THE BLIND MEN AND THE ELEPHANT.*

It was six men of Indostan,
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And, happening to fall
Against his broad and sturdy side,
At once began to bawl:
'God bless me! but the Elephant
Is very like a wall!'

The Second, feeling of the tusk,
Cried: 'Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!'

The Third approached the animal,
And, happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
'I see,' quoth he, 'the Elephant
Is very like a snake!'

The Fourth reached out his eager hand,
And felt about the knee:
'What most this wondrous beast is like
Is mighty plain,' quoth he;
'Tis clear enough the Elephant
Is very like a tree!'

The Fifth, who chanced to touch the ear,
Said: 'E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan !'

The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
'I see,' quoth he, 'the Elephant
Is very like a rope !'

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong.
Though each was partly in the right
And all were in the wrong !

CHAPTER VI.

LETTER-WRITING.

Try' and get the boys to write their letters in an easy and natural manner, as though they were talking to the persons to whom the letters are addressed. ("When I read your letters, I hear you talk" was the compliment paid by the poet Cowper, who excelled as a letter-writer, to his cousin.) Impress upon the Class, therefore, that good letters should "convey to the persons to whom we send them just what we would say to those persons if we were with them."

The example on the next page shows the arrangement of the different parts of a letter. [The teacher should have it written on note-paper, insisting upon legibility and neatness.]

1. *To Parents, Brothers and Sisters, Relatives.*

Begin:

My dear Father
My dear Mother
My dear Sister
My dear Brother
My dear Uncle
My dear Cousin

End:

Your loving son
Your loving son
Your loving brother
Your loving brother
Your affectionate nephew
Your affectionate cousin

2. *To Friends and familiar Acquaintances.*

Begin:

My dear Fram
My dear Dalvi

End:

Yours affectionately
Yours very sincerely

Red House, Surat,

March 2, 1911.

My dear Brother,

I am sorry to have to tell you that Father has been ill. for the last two days. He has been suffering from bronchitis, and requires to be carefully nursed. Mother is nursing him and the Doctor says that, thanks to her care and skill, he will be better in a few days. You need not be alarmed in any way.

Yesterday, aunt Meherbanu came to stay with us, and is a great help to mother and the rest of us. With kind love from all,

Your loving brother,

Mino

3. *To Acquaintances.*

Begin :

My dear Mr. Dalvi
Dear Mr. Dalvi

End :

Yours sincerely
Yours truly4. *To Strangers.*

Begin :

Dear Sir (Madam)

End :

Yours faithfully

5. *To your Teacher.*

Begin :

Sir

End :

Your obedient pupil

6. *To your Employer.*

Begin :

Sir

End :

Your obedient servant

*Acknowledging a Gift of Books.*The Grammar School,
Muradabad, 12-6-11.

My dear Uncle,

Very many thanks indeed for the handsome and most acceptable present which I received from you this morning. It was exceedingly kind of you to remember that to-day was my birthday.

I have not read either of the novels, and the Dictionary will be most useful to me, all the time I am at school.

I have often heard of "The Swiss Family Robinson" and their wonderful adventures on their desert island, and have long wanted to read it. Now I can do so, thanks to your kindness. I have already been asked to lend that and "The Last Days of Pompeii" and "Ivanhoe" to several friends. I will write and tell you which I like best when I have read them all. They are books which one can read over and over again, I expect, or they would not have become so famous.

Again thanking you most heartily,

I remain,

Your affectionate nephew,

ARTHUR.

Exercise 7.

1. Write a letter to your mother, who has been away from home for a few days, informing her about the health of the family. Give any news that she would like to have.

2. Write a few lines to your elder brother, who is away from home, about your father's serious illness. Tell him that your mother feels very anxious; that the doctor pays daily visits, etc.

3. Reply to the above letter expressing a desire to see your father. Write of inability to get leave, and ask your brother to comfort his mother and to do anything in his power to help her, etc.

4. Write to your brother about your father's recovery, telling him how glad everybody is. Refer to the doctor's kindness etc., and ask him to come to see you at his convenience.

5. Write to your father (who is away for a change) a letter informing him that your mother has fallen ill; her condition not serious but the doctor says she must be kept quiet. Tell him not to be alarmed.

6. Write to your relative who has been ill. Congratulate him upon his recovery. Say how glad your parents are. Give some piece of information to cheer him up.

7. Write a letter to your parents on New Year's Day.

8. Write a letter of domestic news to a relative.

9. Write a letter to your cousin describing your new house.

10. Write a short letter to your cousin, thanking him for the birthday present of a cricket bat, informing him of the great interest you take in this game, and advising him to take it up.

11. Write a short letter to your guardian asking him to send you a small sum of money and telling him to what use you intend to put it.

12. Write a letter to your grandfather, telling him that you are sending him, under separate cover, a copy of the photograph of your school-cricket eleven. Give further details.

To a Friend who is Absent.

Vasant Gardens,

5th April, 1911.

My dear Dalvi,

We all miss you very much on the play-ground, and wonder whether you will return in time to captain the first match of the season. At any rate, I hope you are having a good time.

Mr. Manning, the educational inspector, yesterday paid a surprise visit to our school. He examined our class, and seemed quite satisfied with our progress.

I am sending you, in a separate cover, a book which my uncle presented me on my last birthday. I am sure it will interest you and serve to while away your time.

Write to me to say how you are getting on. All our friends wish for your speedy return.

With kind regards,

Believe me,

Yours very sincerely,

VINAYAK BHANDARKAR.

Note.—If the person to whom you write is a very intimate friend of yours, begin, My dear Ramchandra (using his name instead of surname) and end, Yours affectionately, Vinayak.

Exercise 8.

1. Write to-day to your school friend, who lives in another part of your town, to know if he will be willing to accompany you on a long walk, starting at 3 o'clock the next day. Name the place of meeting.

2. Write to your brother a letter describing the walk with your friend. Tell him what kind of a day you had, where you went, what you saw, and what you talked about.

3. Write a letter to your cousin informing him that you are arranging a picnic for next Sunday. Ask him to join you, and to bring his younger brother or his friend with him. Tell him who else is going to accompany you, and where, and at what hour, you meet.

4. Reply to the above, declining.

5. Write a letter to your school friend who is ill. Express your sorrow and hope that he will soon be well again. Invite him to spend a week with you when he has recovered.

6. Reply to the above, thanking your friend for his letter, and accept his invitation.

7. Write a second letter to your friend telling him you are unable to spend a week with him as promised. Give a reason for your inability, and express your regret.

8. You intend going to Poona to-morrow for a change after your long illness. Write to-day to your friend to see you at the station, and ask for the loan of some books of his own selection. Say that you are taking a camera with you.

9. Write to your friend from Bombay (or any place you know well), thanking him for the loan of his books, one of which you now

return. Tell him how you liked the book, and what you think of it. Give an account of how you spend your time.

10. Reply to the above, congratulating your friend on his complete recovery.

11. Describe in a letter to your friend the principal places of interest in your town, to which you would like to take him. Invite him to spend the next school vacation with you.

12. Reply to the above, accepting.

13. Write a letter to your friend after your return, thanking him for his hospitality.

14. Write a letter to your friend on his birthday.

15. Write a letter of news to your friend whom you have not seen for some time.

16. Write a letter to your friend who has met with an accident.

17. Write a letter to your eldest brother telling him how you spent your last holiday, where you spent it, who was with you, etc.

18. Write to your cousin telling him what you will do when you get a holiday.

19. Write a letter stating how you pass your evenings, also your other leisure time.

20. Give an account in a letter to your grandmother of what you did last Sunday.

21. Write a letter to your uncle detailing the chief events of last year.

22. Write a letter to your friend about your recent visit to a fair.

23. Write a letter to your sister describing a wedding recently attended by you.

Describing a School.

14, Girgaum Road,

Bombay, 15-6-11.

Dear Ganpat,

We agreed to write and tell each other about our respective schools when we left our native place and went to pursue our education,—you in Karachi and I in Bombay. It seems that I am the first to remember our agreement. I am attending the Sandhurst High School which is considered the premier high school of the Presidency, though I suppose you think your own is just as good.

It is a splendid building with lawns and gardens in front and a fine compound behind. The ground floor is a gymnasium, and place for play in the rains, and above are three storeys of class-rooms. In

the centre of the first floor, and approached by a fine flight of stone stairs, is the great hall which has a marble floor, a panelled ceiling, and ornamental galleries. I do not suppose there is a better-planned school in the world, or one housed in finer buildings. There are over fifty class-rooms, though of course all are not used at the same time. There are also a fine library and a laboratory. The school is equally famous for its examination results and its performances in the playing fields. It holds several cups and shields for hockey, cricket and football.

The Principal is an Englishman, and takes the greatest interest in everything connected with the School.

Now you must tell me all about yours. Hoping you are well and happy,

I remain,

Yours always,

SAKHARAM.

Exercise 9.

1. Write a reply to the above. Mention the number of pupils and teachers, the subjects taught, and describe the school in such a way as would interest your friend.

2. Describe in a letter to your cousin your school library and the use you make of it. [Dwell upon the advantages of a good public library.]

3. Describe in a letter the pictures in your school, and the uses made of them.

4. In a letter of about fifteen lines give an account of a day at school. Speak of your work and play at school, etc.

5. Write a letter to your parents about the work done at school during the past week, naming the new lessons done, the progress made, and any school news interesting to you.

6. Write a short letter, about ten lines in length, to your father or guardian, telling him how you have answered an English paper.

7. Write to your uncle informing him that you have won a prize. Tell him what the book contains, and why you specially like it.

8. Write a letter to your father or guardian asking his permission to learn shorthand: give your reasons for wishing to learn it.

9. Write a letter to your guardian telling him about your friend. Describe his character, good qualities and defects (if any). State whether he has helped you on any occasion.

10. In a letter of about twenty lines describe some of your school-fellows.

11. Write to your father a letter giving an account of the last inspection.

12. Write a letter to your friend who intends to return to school after an absence of several weeks and who wishes to know what work the class is doing.

13. Write a short letter to a friend in another school asking for information regarding the books used in his class.

14. Reply to the above.

15. Write a letter to your friend telling him which of your school studies you like best, and why. [Dwell upon the importance of the knowledge of English.]

16. Write to your friend, who is absent, about your promotion to a higher class, your wish to begin the new subjects, etc. Sympathise with him as he has not been promoted on account of his irregular attendance due to illness. Wish him better health.

17. Reply to the above, congratulating your friend on his success.

Giving an Account of a Prize-distribution.

246, Sudder Bazaar,
Hyderabad, 16-6-11.

My dear Father,

Our annual prize-distribution took place yesterday afternoon and I received the two prizes, which I told you I had won, for being top of my form in the examination, and for recitation. The tamasha was held in the compound, as the school hall is not big enough to hold both the boys and the visitors. It was gaily decorated with flags and pot-plants, and looked quite unlike its usual self. A large platform had been put up and on this were the tables covered with prizes, and chairs for the Commissioner and the leading gentlemen of the town.

The Commissioner arrived at five o'clock and all stood up while a small choir of chosen boys sang a song of welcome, specially written for the occasion by one of the masters. After that, several boys recited poems or sang songs and then came a play enacted by five of the seventh standard pupils. When this was over the Head Master made a speech describing the year's work and then requested the Commissioner to give away the prizes. He did this and then he too made a speech, praising the School and referring to the good work done, as shown by the Matriculation and School Final results and the winning of the cricket shield. When he sat down the Head Master

thanked him for coming, and called for three cheers which we gave very heartily. He then went away and we were dismissed soon after.

I am coming home next week.

Your affectionate son,

GANU.

Describing a Cricket Match.

55, Marine Lines,

Bombay, 15-2-11.

Dear Homi,

I am very glad to be able to inform you that we won the Southcote Shield after all, in spite of our bad luck with the team, which lost three good players in two months. It was a fine match and there was only a difference of nineteen runs between us after three days' play. You will rejoice to hear that your old class-mate Rustom made his century with four to spare. One hundred and four in a shield-match is not bad, is it? My forty-five looks very poor beside it.

We lost the toss and St. Peter's went in. Their first wicket fell in about ten minutes when the score stood at thirteen, and I believe they felt that it was a bad omen when their second followed it at the next ball. However their captain and vice-captain made a great stand until the latter was caught, and then wickets began to fall quickly. Their captain was caught for eighty, and they were all out for two hundred and seventeen. In our first innings Rustom made his hundred and four and we had eight runs to spare when the last wicket fell.

In the second innings they were all out for one hundred and seventy-one. You can imagine the excitement as our score crept up after one hundred and fifty with two wickets to spare, and the yells of joy as one hundred and seventy went up with a wicket still to fall. However we only made a hundred and eighty-two—but that was good enough.

Write soon.

Your affectionate friend,

JAMSED.

Exercise 10.

1. Write a letter to your grandfather describing the prize distribution at your school.
2. Write a letter to your cousin telling him all about your last school-sports day.
3. Describe in a letter to your friend any cricket match which you have seen or in which you have taken part.
4. Give an account of the last Presidency-Parsee cricket match played in Bombay.
5. Describe, in a letter, the pleasures of cycling home to visit your father who sent a bicycle to you.
6. Describe any hockey-tournament you have seen.

Giving an Account of a Lecture.

Elliot High School,
Sultanabad, 16-11-11.

My dear Father,

We had a very interesting and useful lecture here yesterday about Malarial Fever. It was given by a doctor and he told us how it is caused and how it can be prevented, as well as how it can be cured.

He said that it was due to germs and that these germs are only found in low-lying, swampy, unhealthy places where there is much rotting vegetation and decaying vegetable matter. People living in these parts who are poorly fed and weak get the malaria germs into their blood and the germs give them malarial fever.

But there would be very little of this disease were it not for the fact that the mosquito carries it from these weak malarious people and gives it to strong healthy people who otherwise would never have it.

The mosquito sucks the blood of the sick man and takes the malaria germs into its body. It then goes and settles on a healthy man and when it thrusts its sting into him some of the malaria germs get into his blood, and he is soon as bad as the first man.

The doctor said that to prevent the mosquitoes from multiplying we must fill up all old tanks and wells and drain marshy places, as they lay their eggs and breed in these spots. To cure the fever, when we have it, we must take quinine which can be had very cheaply at all post-offices.

Your loving son,
KARIM.

Exercise 11.

1. Write a letter to your friend inviting him to go with you to a lecture next Saturday evening. Tell him what the lecture is about, where, and at what hour it will be given, etc.
2. Write a letter to your younger brother giving helpful advice: speak of good and bad habits, truthfulness, perseverance, punctuality, good health and duties to parents.
3. Write a letter to your friend advising him to be very regular in attendance at school. Speak of the important subjects taught, and of the examination drawing near, etc.
4. Give an account to your cousin of any magic-lantern lecture attended by you.
5. Give a short account to your younger brother of any meeting you have attended.

Asking for a Testimonial.

14, Sudder Bazaar,

Broach, 14-9-11.

Sir,

I beg to be allowed to recall myself to your memory and to request you to be so kind as to provide me with a certificate of ability and character, as I have to produce one when applying for the post I am about to seek.

I was in your school between the years 1904 and 1908 and left after matriculating in the last-named year. I also played in the cricket and football elevens and was a school prefect during my last two years. When in Standard VI, I was monitor of my class and won the English prize in the annual examination.

Since leaving school I have been attending Commercial classes and qualifying myself as a book-keeper.

With apologies for troubling you, and thanking you in anticipation,

I am, Sir,

Yours obediently,

F. M. MIRZA:

Exercise 12.

1. Write a letter to your teacher asking for leave. State reason and period of leave.
2. Write a letter to your teacher thanking him for the leave granted. Ask for extension of leave as your father is ill.
3. Write a letter to your brother's teacher informing him that your brother is ill, and that as the doctor advises him to rest for some months he will be unable to sit for the Matriculation examination.
4. Make an application to your teacher for a testimonial stating that you intend to apply for a clerkship. Say that, if desired, you will call upon him.
5. Write a letter to your teacher thanking him for the testimonial. State your chances of getting the appointment.

First Impressions of Bombay.

Anjumania Hotel, Fort,

Bombay, 20-6-11.

My dear Abdul,

Many thanks for your letter of the 15th instant which I received safely yesterday. I was very glad to hear that all are well at Shikarpur. I promised in my last letter to tell you something about this place, but I hardly know where to begin as there is so much to tell.

It is a very beautiful city, built on an island, and lying very low, at the sea level in fact, but protected on the western side by a huge rock called Malabar Hill which is the finest site in Bombay, and the place where most of the wealthy Indians and English live. The view from the Hill is magnificent and the gardens and bungalows there are worthy of a visit.

The town itself is very crowded, busy, and dirty, and all the people of the earth seem to be represented there from Singhalese to Pathans, and from Japanese to Americans. The Fort, as the European quarter is called, contains some fine shops, banks, hotels, clubs, flats and offices, and it is on the sea-face of this part of the city that the University, High Court, General Post Office, Telegraph Office, Secretariat and other beautiful buildings are to be found. I should think

that this Back Bay is one of the prettiest spots to be found in any city in the East, both on account of its natural beauty and of that of its buildings. Unfortunately a railway runs along close to the sea and does its best to spoil the view.

I must close now. With kind regards to all,

Yours ever,

MD. IBRAHIM.

Describing a Railway-journey.

416, Budhwar Peth,

Poona, 1-9-11.

My dear Brother,

You will be glad to hear that Laxman and I arrived here safely this afternoon. We enjoyed the journey very much and were looking out of the window at the wonderful scenery nearly the whole time. There was no rain so we could see everything quite clearly.

We left Bombay at about seven in the morning, and at first the country was quite level. We crossed some creeks and rivers and saw several bunder-boats and fishing-boats, although it seemed to us that we must be far from the sea. The country is all beautifully green and there is water in every ditch and hole. After a time we passed Thana and then the station for Matheran. The country now began to get hilly and the railway to commence its climb. The air seemed to grow cooler and lighter as we went along, and soon we were looking down on to the plains we had left. The scenery was wild and beautiful, and we were not disappointed although we had been told so much about the grandeur and loveliness of the Ghauts. By-and-by we reached Khandalla and saw the mountain called the Duke's Nose, and after that we were once again upon level ground, though far higher up. After passing Lonavla with its big railway works, and Karli near the famous Karli Caves, we saw little of special interest until we arrived at Poona in the afternoon.

With love from

Your affectionate brother,

RAMA KRISHNA.

Exercise 13.

1. Write a letter describing the town in which you live.
2. Write a letter home, describing a place of interest you have visited, stating where it is and why it is interesting, how you reached it, what preparations you made, who your companions were, how you spent the day there, and what you saw, your return journey and what you brought away with you.
3. Write to your cousin about a place of interest recently visited by you. Give particulars of any interesting event during the visit.
4. Write a letter to your sister informing her of your safe arrival at a hill-station, how you like the place, its climate and scenery.
5. Write a letter to your cousin describing any well-known caves you have visited.
6. Write a letter home describing any railway journey you have made, telling of the objects of interest seen on the route, the scenery, your companions, and the incidents of the journey.
7. Write a letter home giving your impressions of a sea-voyage.
8. Write a short letter to your uncle who is at Matheran about the following accident which occurred at your house:—Just as you were going to sit on a chair, your brother removed it. In the act of falling, you caught hold of a small table which was upset, and the lamp on it overthrown. A blaze of burning oil. Put out by means of a rug. No great damage done.
9. Describe in a letter of about fifteen lines any accident witnessed by you.
10. Write a letter to your cousin, who wishes to become an engine-driver, telling him of the duties, responsibilities and qualities required. Speak of the dangers of an engine-driver's life.
11. Write a letter as from a fireman to his mother, telling of a recent fire—the scene of it, its cause, the damage done, etc.; also his successful attempt at rescuing a little girl, her parents' joy, etc.
12. Write a letter on behalf of your sister and parents to a gentleman who saved her from drowning. State that she is ill on account of the shock.

[Begin, *Dear Sir.* End, *Yours truly.*]

13. Write a letter to your family doctor, requesting him to call at your house. State who is ill and the nature of the illness.

[Begin, *Dear Dr. Spencer.* End, *Yours sincerely.*]

14. Write a letter to your neighbour requesting him to keep his household as quiet as possible, for the benefit of a person ill in your house.

15. Write a letter to the manager of the Hill Hotel, Matheran, asking him to inform you of the charges for board and lodging for you, your brother and sister, for one month, also to give other particulars as to food, climate, etc., as you are also taking your sister who is an invalid.

[Begin, *Dear Sir.* End, *Yours truly.*]

16. Write a letter to your landlord asking him to put the house in which you reside in a proper state of repair, especially the roof, and to have the whole house white-washed and painted, etc.

[Begin, *Dear Sir.* End, *Yours truly.*]

Application for a Clerkship.

47, Circular Road,
Calcutta,
4th May 1911.

J. W. Watson, Esquire,
38, Chowringee Street,
Calcutta.

Sir,

I am informed that there is a vacancy in your office for a junior clerk and that the salary of the post is Rs. 30. If this is so I beg to offer myself as a candidate for the place.

I have recently left school, having passed the School Final Examination. I am eighteen years of age, of good character (as the accompanying testimonials will show), strong and healthy and anxious to please.

I have a fair knowledge of book-keeping, and can use the type-writer with accuracy and speed.

Should you select me I shall do my best to give you every satisfaction by punctuality, industry and honesty.

Hoping to be favoured with a reply,

I am, Sir,

Your obedient servant,

JOTINDRA NATH BOSE.

Exercise 14.

1. Write an answer to the following advertisement:—Youth wanted as a junior clerk. Age about sixteen. Knowledge of book-keeping essential. Apply in own hand-writing. Richardson and Reynold, Hardware Merchants, Fort, Bombay.

2. Answer the following advertisement :— Wanted a young man with knowledge of English and Hindustani to do translation work. State qualifications, previous experience and salary required. Apply with copies of testimonials to Box 385, c/o "The Times of India," Fort, Bombay.

Ordering Goods.

D'Souza's Hotel,
Matheran,
15-5-11.

Gentlemen,

I shall be glad if you will arrange to send the following articles (V. P. P.) at your earliest convenience, to me, at the above address.

One packet of writing paper and envelopes, white, of good quality.

One bottle blue-black ink ($\frac{1}{2}$ pint stone bottle).

Half a dozen sheets of the best blotting paper, either green or red.

One ream foolscap paper of fairly good quality.

One dozen of the latest (8-anna) copies of famous English novels. I prefer any by Stanley Weyman, Anthony Hope, and Maurice Hewlett, or translations of the great French authors (*e. g.*, Victor Hugo).

Kindly despatch immediately.

Yours faithfully,
F. M. DESAI.

Messrs. Brown & Co.,
Booksellers & Stationers,
Fort, Bombay.

Exercise 15.

1. Write to Joshi & Co., Kalbadevi Road, Bombay, for two dozen coloured pictures to be sent by V. P. P.

2. Write to Govind Ramchandra, Bookseller, 38, Chetty Street, Trichinopoly, for one copy each of Jones' Simple Essays, Brown's School Algebra, and Smith's Junior Composition Book to be sent by V. P. P.

3. Write to some local bookseller, asking him to quote prices of certain books you require. Enclose half-anna stamp for catalogue.

HOW TO ADDRESS AN ENVELOPE.

Draw attention to the arrangement in the following specimen addresses. The teacher should give the necessary information regarding punctuation, etc.

<p>Postage Stamp</p>	<p>S. N. Vakil, Esq., B. A., 24, Charni Road, Bombay.</p>
---------------------------------	---

<p>POST CARD</p> <p>Mr. K. Ramaswami Ayer, 26, Chetty Lane, Ormiston Road, Madras.</p>
--

Postage

Stamp

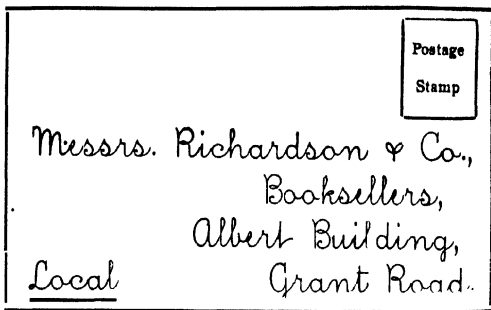
Master Karim Baksh,
c/o Ibrahim Baksh, Esq.,
near the Post Office,
Lonavla.

Registered Letter.

Postage

Stamp

Mrs. Narayan G. Telang,
Noakhali High School,
Noakhali,
Bengal.



Exercise 16.

Let Class write (on envelopes) the postal addresses of:*

1. Father.
2. Mother.
3. Sister.
4. Brother.
5. Uncle.
6. Cousin.
7. A Friend.
8. Teacher (school address).
9. Headmaster (school address).
10. The publishers of this book.
11. A local bookseller.
12. Family doctor.

*The school should supply them. Otherwise an oblong piece of paper (about $5\frac{3}{4}$ inches by $3\frac{3}{4}$ inches) may represent the envelope.

CHAPTER VII.

ESSAY-WRITING.

MODELS, OUTLINES AND HINTS.

Essay-writing will be a comparatively easy task for the Class if the following progressive stages are followed:—

- I. Show a picture* of, for instance, the Elephant (or set an object before the class) and put questions. [See Part I., Ch. 6.]

Write, one by one, single sentences on the black-board, as given by individual boys, so that the sentences thus written form a well-arranged short description of the picture.

- II. Select any familiar subject, and discuss it with Class by questions, etc. [Boys should be encouraged to put questions.]

Let Class then write (in the form of a letter to a friend) what he knows about this subject.

- III. Read one of the model essays given below, and explain the general arrangement.

Let boys write an *outline* of this essay in their own words.

- IV. Select any one of the outlines given below, and discuss it with Class.

Let Class expand the outline into a readable essay. Insist on the boys using their own words.

*The teacher is recommended to utilise coloured picture postcards for this purpose.

- V. Select any one of the 'Hints' given below in the form of questions and see if the answers convey correct information.

Ask the boys to write an essay on the subject of the Hints.

- VI. Let Class write an essay on one of the subjects, the outlines of which are given below: the books being used.
- VII. Let Class gather facts and prepare outlines of two or three subjects announced a day or two before.
- VIII. Let Class write an essay on any one of the subjects given below.

Insist on the following rules:—

BEFORE commencing to write an essay on a given subject —

- (1) *Do not be afraid to spend at least ten minutes in thought and arrangement.*
- (2) *Make a short outline, skeleton, or précis of what you are going to say.*

DURING the writing of the essay —

Use only simple words that you fully understand, and use them in short sentences.

AFTER you have written the essay —

Read it over carefully, correcting all errors of grammar, spelling, and punctuation.

1. *The Donkey.*

A. OUTLINE.

1. One of the most useful of domestic animals, and at the same time one of the worst treated.
2. It is very strong, and can carry heavy loads for a very long distance. Very cheap to keep as it lives upon almost anything. The Indian donkey not so finely built as either the Persian or the Arabian donkey.
3. A stupid person often called a "donkey."

B. ESSAY.

After the Cow, the Horse, and the Dog, the Donkey is perhaps the most useful of the animals that serve man, and which we call the "domestic" animals. It is also about the worst treated. Whether it is in London, Cairo, Bagdad or Bombay that we see the Donkey working, it always seems to be doing a great deal of work for very little food and very many blows.

The Donkey is remarkably strong, and can carry very heavy loads for a long distance, and will eat almost anything. The Indian donkey is very small, and one often sees it loaded with a burden which looks heavy enough to break its back.

In spite of its great usefulness and its patient hard work, the Donkey seems to be despised and ill-treated in most countries, and a stupid, foolish person is sometimes called a "donkey" or an "ass." This is quite unfair to the Donkey for it has as much intelligence as the Horse, Cow, Sheep or Camel and most other animals. In Persia and Arabia, however, it is better treated and held in more regard. It is also much larger and finer, perhaps on account of its being better fed and cared for. Governors of cities and other great men in those countries are quite content to ride on asses.

2. *The Ant.*

A. OUTLINE.

1. Always industrious: "Go to the ant thou sluggard."
2. One of the most wonderful of insects; shows great intelligence and skill and remarkable power for arrangement.

3. Some kinds do great damage, *e. g.*, the white ant.
4. Useful: removes matter which would otherwise decay and prove injurious to our health.
5. Builds nests and stores them with food. Divided into classes such as workers, soldiers, builders, carriers, and so on.

B. ESSAY.

‘There is a saying in English, “Go to the ant thou sluggard,” which tells the lazy idle person to take a lesson in industry and thrift from the ant, who seems to be always at work or going in search of it, like the busy bee.

The ant is one of the most wonderful of insects, if not of all living things, by reason of its intelligence, strength and skill. Although some kinds do very great damage, as in the case of the white ant, this insect is a good friend to mankind in doing scavenger work and removing matter which would decay and be injurious to health. With a little care we can guard against the damage done by ants and so obtain nothing but good from their work.

There are no insects with such remarkable power for arrangement as the ant. They build nests and store them with food, and divide themselves up into classes such as workers, soldiers, builders, carriers, and so on. Some kinds of ants even keep slaves which they compel to work for them and others keep insects from which they get a sort of milk, just as men keep cows.

In Africa ants build huge nests of clay, called ant-heaps, which are often as big as the huts in which the negroes themselves live.

3. *The Camel.*

1. One of the most ugly and clumsy animals in the world.
[Describe its long neck, ugly hump, long crooked legs that do not sink in the sand, and its hideous face.]
2. On account of its peculiar stomach and hump it can live without water and food for nearly a week.

3. A most useful beast of burden in countries where water is scarce and where there are no roads.
4. It is largely used in Egypt and the Sahara Desert, Arabia, etc. Sometimes called "ship of the desert."

4. *The Cat.*

1. A favourite pet. The Indian cat not so fine an animal as the Persian; the latter often fetches a high price.
2. A flesh-eater; resembles a tiger; moves quietly; runs quickly.
3. Its eyes enable it to see in the dark.
4. Useful to man as it kills mice and rats.
5. Clean in habits.

5. *The Monkey.*

1. Most like man in shape and movements.
2. Regarded as a sacred animal in many parts of our country.
3. Of various kinds.
4. Man supposed to be descended from the monkey.

6. *The Bear.*

1. Appearance: large, heavy body with thick fur; large flat head; short round ears; sharp claws.
2. Many kinds: the brown bear (found in Europe), the Syrian bear, the Malay bear, and the white or Polar bear.
3. The Polar bear especially valued for its beautiful fur.
4. It goes to sleep all the winter and wakes up in spring.

7. *The Lion and the Tiger.*

1. [Describe their appearances.]
2. Closely related, but not found in the same country: the lion an African animal, the tiger an Indian.
3. They sleep by day and hunt by night.

4. The lion spends most of his time in deserts and rocky places, the tiger in shady jungles. Hence the khaki colour of the former and the orange tawny colour and stripes of the latter.
5. The lion protects and provides for lioness and cubs, the tiger does not.
6. Both very strongly built.
7. They do not generally attack man unless annoyed.
8. Tiger-hunting and lion-hunting.

8. *The Crow.*

1. Very common in our country.
2. Very useful as a "sweeper" or scavenger.
3. Various superstitions connected with it; supposed to announce approaching visitors.
4. A great thief. Cause of much annoyance to cooks, shopkeepers and others.
5. A curious sight: the crows holding a meeting.

9. *The Peacock.*

1. Considered sacred in our country. [The steed of Saraswati, the goddess of Learning.]
2. Found as a wild bird in many parts of this country; does great damage to crops.
3. Said to kill snakes.
4. Considered to be vain; a byword for vanity.
5. Supposed to be able to smell the coming rain and to foretell it by screaming.

10. *The Parrot.*

1. Curious beak, claws and tail.
2. Where found.
3. What are the best known varieties?
4. Why is it a favourite cage-bird? Talking bird.
5. Anecdotes concerning this bird.

11. *The Mosquito.*

1. Where found? Wells, ponds, puddles.
2. Why a source of danger to health? Mosquito curtains.
3. Malaria.
4. How to get rid of it. Kerosene oil.

Exercise 17.

Show pictures and ask questions leading to observation and reasoning.

(i) *Let Class write a short essay on :—*

- | | | |
|-----------------|----------------|-------------------|
| 1. The Cow. | 2. The Dog. | 3. The Horse. |
| 4. The Bullock. | 5. The Goat. | 6. The Wolf. |
| 7. The Fox. | 8. The Sheep. | 9. The Elephant. |
| 10. The Whale. | 11. The Mouse. | 12. The Mongoose. |

(ii) *Let Class write a short essay on :—*

- | | | |
|-----------------|-----------------|-----------------|
| 1. The Owl. | 2. The Ostrich. | 3. The Duck. |
| 4. The Swallow. | 5. The Kite. | 6. The Pelican. |

(iii) *Let Class write a short essay on :—*

- | | | |
|---------------------|-------------------|-------------------|
| 1. The Spider. | 2. The Lizard. | 3. The Bee. |
| 4. The Grasshopper. | 5. The House-fly. | 6. The Butterfly. |
| 7. The Glow-worm. | 8. The Snake. | 9. The Locust. |

12. *Rice and Wheat.*

A. OUTLINE.

1. Rice and wheat the principal food of mankind. The former grows chiefly in India, Burma and China; the latter in Russia and America.
2. Different varieties of rice: the Bengal rice; the Patna rice. Rice straw, used for straw hats, etc.
3. Wheat requires drier soil and colder climate. Not cooked whole, as rice. Wheat straw, used for various purposes.

B. ESSAY.

Rice and wheat form the principal food of mankind in the East and West respectively. Rice grows chiefly in India, Burma, and China and wheat in Russia and America. Some rice is eaten in the West, however, and some wheat in the East.

Rice grows in wet soil and in a hot climate. That grown in Bengal is of a reddish colour, large in grain and sweet, and is considered the best Indian kind. Patna rice is smaller in grain and quite white, and is preferred by Europeans. Rice straw is very fine and is used for plaiting into material for straw hats.

Wheat is generally ground into flour and made into bread and is not cooked whole as in the case of rice. Bread is so universal in the West that it has been called "the staff of life." Wheat requires a drier soil and a colder climate than rice, and heavy rain is the wheat-farmer's worst enemy. The seed is sown in spring, and the corn is reaped in August by means of scythes or reaping-machines. The straw is used for many purposes, such as thatching, stuffing mattresses, bedding for domestic animals, and for packing.

13. *The Bamboo.*

1. A kind of grass : grows to a height of fifty feet.
2. Very useful to man. In China, the people use it for almost all purposes.
3. Serves as a substitute for wood, iron and earthenware.
[Describe its various uses in our own country.]

14. *The Cocoa-nut Tree.*

1. The most valuable of all the palms; a tree of great beauty. Found in the East.
2. Useful in a great variety of ways :
 - a. The nuts provide food and drink; utensils made from the hard shell.
 - b. The fibre used in making matting, the leaves for thatching.
 - c. The juice or sap supplies a drink known as "toddy."

15. *The Banyan Tree.*

1. A curious tree; its branches send roots straight down, into the ground. Not known in Europe.
2. Grows to an enormous size and a great age.
3. Some very old banyan trees could shelter a very large number of people from the sun or rain, *e. g.*, the Kabirvad near Broach.

16. *The Plantain Tree.*

1. A valuable Indian tree. [Strictly speaking it is not a tree.]
2. The fruit varies very much in size and colour; an important article of diet for millions of people; its broad flat leaves serve as plates.
3. The tree lives for a year and then dies.

17. *The Mango.*

1. The mango, a very delicious fruit.
2. Many varieties. [Mention some that you know.]
3. Sold at a high price in London.
4. The theory that the eating of mangoes causes boils.

18. *The Rose.*

1. The queen of flowers.
2. Distributed widely over the earth.
3. Varieties.
4. In Europe, great attention bestowed upon its cultivation.
5. Attar or Otto of roses; rose-water; rose- conserve.

Exercise 18.

Let Class write a short essay on :—

1. The Palm Tree.
2. The Papaw Tree.
3. The Lotus.
4. The Champak.
5. The Neem Tree.
6. The Tulsi Plant.

19. *Iron.*

A. OUTLINE.

1. A highly valued metal. [Imagine our state without iron.]
2. How we get it. Pig-Iron, wrought-iron, steel.
3. Iron-mines a great source of wealth to those countries which possess them, *e. g.*, England.

B. ESSAY.

Iron is very much more useful than gold, and only costs less because it is so much more common and plentiful. If the supply of iron were to fail, we should be in a very bad way, as we can easily realise if we look around and note how largely iron is used in daily life, from needles to steam-engines.

Iron is dug out of the ground mixed with earth and stone, and in this form is called iron-ore. The ore is broken up and put into furnaces, the heat of which causes the iron to melt and run down, leaving the earth and stone behind. It falls into channels or gullies of sand in which it cools. It is now called pig-iron, and can be used in iron-foundries for making iron goods. If these need not be very strong and tough the iron is melted and cast in moulds. If better and more durable articles are required the iron is further treated by rolling and hammering, and is then called wrought-iron. If the best is required it is again treated and hammered and made into steel which is the most costly kind of iron.

As iron goods are required by all nations, the country which possesses many productive iron-mines has in them a great source of wealth.

20. *Copper.*

1. Takes its name from the island of Cyprus.
2. In use from early times.
3. Can be easily worked and does not rust.
4. In great demand in our country. [Describe some of the uses.]
5. Used largely throughout the world.
6. Copper-poisoning and tinning.

21. *Silver.*

1. India's own great metal.
2. The richest silver mines in India, South America and Russia.
3. An easy metal to work.
4. Indian filigree work in silver famous all over the world.
5. Silver ornaments in common use throughout the country.

22. *Ivory.*

1. Obtained from the tusk of African elephant. Hundreds of elephants killed annually for this purpose.
2. Varies in value from about £50 to £100 per hundred-weight.
3. Uses : billiard balls, combs, knife-handles, etc.
4. In use for at least three thousand years. Ancient ivory carriages.

23. *Coal.*

1. A very important mineral.
2. How formed.
3. How obtained.
4. A visit to a coal-mine.

Exercise 19.

Let Class write a short essay on :—

- | | | |
|-----------------|----------|---------------------|
| 1. Tin. | 2. Lead. | 3. Brass. |
| 4. The Diamond. | 5. Gold. | 6. Precious Stones. |

24. *Water.*

A. OUTLINE.

1. One of the commonest things in the world, and one of the most valuable.
2. Difficult to get it perfectly pure. [Why?] Distilled water absolutely pure.

3. Advisability of boiling drinking water, especially in this country. [Why?]
4. Water valued at its true worth when we are without it. [Give an anecdote.]

B. ESSAY.

Water is one of the commonest things in the world, and one of the most valuable. There is nothing more useful and nothing cheaper. It is in the air, on the land, and forms the sea. It covers three-quarters of the world's surface, and, sometimes, in the form of clouds, seems to cover the sky.

It has no taste, colour or smell, but will readily take the taste, colour and smell of what is put into it. It will dissolve a very large number of substances and absorb gases and so it is very difficult to get perfectly pure water. If we wish to have it absolutely pure, we must distil it, that is, turn it into steam and condense the steam into water again. If we wish to have it free from microbes, which are the germs of disease, we must boil it. It is never really safe to drink unboiled water in India. If everybody boiled their drinking-water there would soon be a very great decrease in cholera, dysentery, enteric and similar diseases. Rain is really distilled water and is quite pure until it reaches the earth.

It is not until we are without water that we value it at its true worth.

25. *Steam.*

1. What it is. Water in the form of gas.
2. Can be compressed.
3. This fact turned to advantage by James Watt, who invented the modern steam-engine.

26. *The Sea.*

1. About three-fourths of the earth's surface covered by the sea.

2. Uses :

- (a) Supplies the rain.
- (b) Warms the earth in winter ; cools it in summer.
[How ?]
- (c) Affords an easy means of communication.
- (d) Provides us with fish and salt.
- (e) Supplies fresh air.

27. *The Rainbow.*

1. One of the most beautiful sights in nature. Wordsworth says :

"My heart leaps up when I behold
A rainbow in the sky."

Seen on rare occasions when rain is falling and the sun is shining at the same time.

2. Caused by the drops of rain breaking up the rays of light into their seven primary coloured rays.

28. *Clouds.*

1. How formed.
2. Uses.
3. Rain and rivers.
4. The monsoon.

29. *Rain.*

1. How caused.
2. Uses.
3. Prosperity of our country dependent upon a good rain-fall.
4. Deserts.
5. The monsoon.

30. *Solar Eclipse.*

1. How caused.
2. What happens when a solar eclipse takes place.
3. Do you know of any superstitious belief connected with it?

Exercise 20.

Let Class write a short essay on :—

- | | | |
|-----------------|--------------|---------------|
| 1. Mountains. | 2. Rivers. | 3. Volcanoes. |
| 4. Earthquakes. | 5. Cyclones. | 6. Famines. |

31. The Balloon.**A. OUTLINE.**

1. Description.
2. The modern dirigible balloons which are capable of being steered.
3. The flying-machine an improvement on the balloon.

B. ESSAY.

A balloon is a huge bag of gas to which a basket is attached to hold people. Generally the bag is shaped like a pear or a ball, but it is sometimes shaped like a plantain or cheroot. Formerly people were content to let the balloon rise up and be blown before the wind in whatever direction it might happen to be going. If they wished to go higher they threw bags of sand overboard to make the car lighter and if they wished to descend they pulled a string which opened a valve and let out some of the gas. Nowadays they are trying to make balloons which can be steered like a boat in any direction. These are called dirigible balloons, and some of them are a great success. The steering is done by means of a kind of electric fan acting like the screw of a boat, and a kind of rudder. The balloons can travel against the wind if it is not very violent.

A great improvement on balloons of all kinds are flying machines called aeroplanes which are like huge birds. They are driven by motors which turn fans. A man named Bleriot flew across the English Channel in one, and others soon flew further.

32. *The Bicycle.*

A. OUTLINE.

1. A useful invention.
2. The old "bone-shaker" and the modern safety-bicycle; pneumatic-tires and cushion-tires; the motor-cycle.
3. Use limited to good roads.

B. ESSAY.

The bicycle, as we see it to-day, is one of the most useful inventions of the last quarter of the 19th century. Thirty years ago men rode on a heavy and dangerous type of bicycle, which had one very large wheel, sometimes over six feet high, and one tiny wheel not a couple of feet in diameter.

When the present pattern of bicycle with two equal wheels was invented it was called a "safety," because people were so much safer when sitting on a saddle four feet from the ground than when sitting on one some six or seven feet above the road. Before the introduction of pneumatic-tires, solid India-rubber was used, and the rider felt far more jerking, bumping, rattling, and vibration than he does nowadays. On the other hand he was spared all the trouble and annoyance of punctures which he suffers now.

The bicycle is not of quite so much use in this country as it is in Europe where the roads are so very much better and the climate more favourable. It is quite a common thing there for a man to go on a long tour, lasting for weeks, using his bicycle the whole time as his sole means of transport.

33. *Clocks.*

1. The most common way of telling the time is by means of clocks.
2. The earliest forms of clocks: the water-clock, the sand-glass, the sun-dial.
3. An indispensable article.

34. *Paper.*

1. Its uses.
2. Made from rubbish, etc.
3. Various kinds: note-paper, printing-paper, packing-paper, drawing-paper, cigarette-paper, etc.
4. Different articles used for writing purposes in ancient times. The Egyptians wrote on the leaf of the papyrus plant, which gave its name to paper. Parchment, made from sheep skin, commonly used in the Middle Ages.

35. *The Lighthouse.*

1. Where built and of what shape and construction.
2. The purpose which the lighthouse serves.
3. Various types: some are provided with great bells and horns which ring and blow when fogs hide their lights.

36. *The Bullock-cart.*

1. The common vehicle of this country.
2. Its description.
3. The Bombay "recla"; a comparison.
4. Travelling by bullock-carts. [Relate your own experience.]

37. *The Tram-car.*

1. Tram-cars run smoothly and without much vibration. [Why?]
2. Horse-trams and electric-trams. [Give a description of the latter.]
3. In Europe tram-cars usually have rows of seats on the roof as well as inside.
4. Facilities afforded by the tram-cars in great cities.

38. *The Umbrella.*

1. What is it made of?
2. Parts: handle, ribs, covering.
3. History.
4. How far useful. Different uses: sun, rain, mark of honour.

Exercise 21.

Let Class write a short essay on :—

- | | |
|------------------------|-----------------------|
| 1. The Aeroplane. | 7. The Fire-engine. |
| 2. Photography. | 8. The Bell. |
| 3. The Telescope. | 9. The Filter. |
| 4. The Electric Light. | 10. Coins. |
| 5. The Telegraph. | 11. The Fountain-pen. |
| 6. The Telephone. | 12. The Gramophone. |

39. The Postman.**A. OUTLINE.**

1. He is always welcome. [Why ?]
2. His life not an easy one. Must be strong and healthy, able to read well, honest, active and polite.
3. Over-worked during Christmas-week. The practice of giving "bakhshish."
4. The town-postman and the postman who carries the mail-bag through jungles.

B. ESSAY.

There are few more useful peons in India than the postman, and none more popular. Everyone likes to see the postman approaching his door, because hope is always in the human heart, and we always hope that he may be bringing us either good news or good money. Experience may have taught us that he is just as likely to bring us bad news or bills, but nevertheless we are always glad to see him.

The postman's life is not an easy one. In all weathers he has to tramp long distances and he must be very careful in the discharge of his duties. He must be strong and healthy, able to read well, very honest, active and polite. In fact it is remarkable that so many men with all these qualities can be found to work for the pay that postmen get.

At certain times of the year, especially at Christmas, their work is very heavy and it is then customary, at any rate with Europeans, to give a small sum of money to these very useful and trustworthy people.

The work of the town-postman is easier and safer than that of those who carry His Majesty's mails through the jungle to small out-lying stations. It is no uncommon thing for these dak-runners to be killed by tigers, panthers, or snakes. As they run through the forests they carry bells hung on sticks so that the jangling noise may scare away such dangerous creatures.

40. *The Blacksmith.*

1. The blacksmith and his workshop. [Describe him at his work.]
2. The hard work which he has to do makes him strong and healthy.
3. Shoeing horses.

[*Let Class read and quote from Longfellow's poem, "The Village Blacksmith."*]

41. *The Dhobi.*

1. Earns his living by honest, hard labour. [Describe the dhobi at work.]
2. Often gives much annoyance by tearing and scorching the clothes.
3. Dhobi-washing contrasted with washing in Europe.

42. *The Carpenter.*

1. Can we do without him?
2. What are his most common tools?
3. Why is carpentry taught in some schools?

Exercise 22.

Let Class write a short essay on :—

- | | |
|--------------------------|-----------------------|
| 1. The Policeman. | 2. The Tailor. |
| 3. The Barber. | 4. The Ramoshi. |
| 5. The Hawker. | 6. The Street-beggar. |
| 7. The Snake-charmer. | 8. The Milkman. |
| 9. The Sweetmeat-seller. | |

43. *Asoka.*

A. OUTLINE.

1. King of Magadha ; reigned for about 40 years from B. C. 272.
2. Of a warlike nature in his youth. War against Orissa, the turning-point in his life.
3. Embraces Buddhism and declares it the state religion. Sends Buddhist missionaries to Burmah, Ceylon, Tibet, etc.
4. His famous fourteen edicts.
5. A powerful king ; made treaties with European, African and Asiatic kings.

B. ESSAY.

Asoka was a great king of Magadha who reigned for about 40 years from B. C. 272. As a youth he was of a very warlike nature, but the horrors of a great war which he undertook against Orissa showed him how far more desirable is peace and good government.

He became a Buddhist and called himself Piyadasi which means " the beloved of the Gods," and he declared Buddhism to be the state religion of Magadha. Not content with this he endeavoured to spread the teachings of Buddha throughout India, and to this end he sent preaching monks into Burmah, Ceylon, the Deccan, Tibet, Kashmir and Kandahar.

He also drew up fourteen great moral and religious laws, rules, or edicts and had them carved on rocks, walls and pillars all over the country. The gist of these edicts is that people should cease from cruelty and crime and be kind, merciful, good and just.

Asoka must have been a very great and well-known monarch in his day, as he made treaties with European, African and Asiatic kings such as those of Greece, Egypt and Syria.

44. *Akbar.*

1. The greatest of the Mōguls ; a contemporary of Elizabeth.
2. Was a minor when his father died. The regency of Bairam Khan.

3. Took the reins of government at the age of eighteen (1560).
4. His conquests; the extent of his empire.
5. The secret of his great success.
6. A wise and beneficent ruler; India prospered under his rule.

45. *Alfred the Great.*

1. One of England's most famous kings. Born at Wantage in Berkshire in 849.
2. His ancestry.
3. The state of his kingdom when he came to the throne at the age of twenty-two.
4. The Danes; the victory of Edington, and the peace of Wedmore.
5. Re-organised the army; founded the British navy.
6. As great in peace as in war; founded schools and churches, purified the law and the law-courts, encouraged literature in the native tongue.
7. Achieved all this in spite of his bad health and thus earned the title of "Great."

46. *The Ganges.*

1. Source.
2. Course. Cities on its banks: Benares, etc.
3. "Mother Ganges" held sacred by the Hi

Exercise 23.

(i) *Let Class write a short essay on :—*

- | | |
|----------------------|-----------------------|
| 1. Buddha. | 2. Chandragupta. |
| 3. Mahmud of Ghazni. | 4. Babar. |
| 5. Queen Victoria. | 6. Aurungzeb. |
| 7. Nanak. | 8. Tipu Sultan. |
| 9. Ranjitsingh. | 10. Mahadaji Sindhia. |

(ii) *Let Class write a short essay on :—*

- | | | |
|----------------------|---------------|----------------|
| 1. Benares. | 2. Delhi. | 3. Agra. |
| 4. The Ellora Caves. | 5. The Jumna. | 6. The Hughli. |
| 7. The Tapti. | 8. Poona. | 9. Bombay. |

47. *The Diwali.*

1. A great Hindu festival.
2. Its origin. Customs.
3. The Diwali illuminations.
4. Your mode of spending the Diwali holiday.

48. *The Mohurram.*

1. Its origin and history.
2. The Mohurram procession in a great city. Taboots.
3. Dangers and drawbacks of the celebration.

49. *The Durga Puja.*

1. Who is Durga? The origin of this great Hindu festival.
2. Why is it observed specially in Bengal?
3. Describe how it is observed in Calcutta.

Exercise 24.

Let Class write a short essay on :—

1. The Baley or Cocoa-nut day.
2. The Holi Festival.
3. The Dasera Festival.

irew

50. *Politeness.*

A. OUTLINE.

1. A mark of good breeding. It is both a duty and a pleasure.
2. Original meaning of the word.
3. We should be uniformly polite to all.
4. Conclusion. Nobody ever yet lost anything by politeness but many people have lost much by rudeness.

B. ESSAY.

Politeness is the habit of behaving towards others as we would have them behave towards us, and is the result of unselfish character and good breeding. It is a duty and a pleasure at the same time, and to the really polite person it is as natural as breathing.

The word "politeness" comes from a word meaning "a city," and a "polite" man formerly meant a man who dwelt in a city. As the people who lived in villages were more rough, rude and uncivilised than the city-dwellers, the word "polite" soon came to mean "refined" or "well-mannered."

Politeness is sometimes called "the oil of the social machine," because it is as necessary to the smooth and easy-working of the parts of a social organisation as oil is to that of the various parts of a machine. Politeness is one of the best investments as it costs nothing, and yet repays a hundred-fold in peace, pleasantness and popularity. It is a duty which we owe to ourselves as well as to our neighbours, and it should not vary according to the position of the person towards whom it is shown. If a man is polite from self-respect and good breeding he is equally polite to his superiors, equals and subordinates. Nobody ever yet lost anything by politeness but many people have lost much by rudeness.

51. *Idleness.*

A. OUTLINE.

1. The father of other evils. "Satan always finds some work for idle hands to do."
2. An idle man not only makes no progress, but he must become worse.
3. An idle man cannot be happy. [Why?]
4. Conclusion. Those who are not obliged to work for their living are less fortunate than those who have to earn their livelihood.

B. ESSAY.

Idleness is a great vice and a great danger. It is an evil in itself, and the father of other evils. It not only does harm but it prevents good. There is an English proverb to the effect that "Satan always finds some work for idle hands to do." We are bound to do something or to think something when we are not asleep, and unless that something is useful it must be useless, or worse.

At school a boy should either be at work in work-time or at play in play-time; if he is not, he is in mischief of some kind or other.

The idle man is not only doing no good, but he is actually going downwards in mind, body and character, for there is no such thing as standing still. We are continually moving on-wards or backwards, improving in health and strength, property and prosperity, virtue and character, or else we are doing the reverse. To be idle is to do the latter. No idle person is happy, for health is bound to suffer with idleness, and health is necessary to happiness.

People who are not obliged to work are less fortunate than those who have to earn their living, for they are in great danger of becoming idle, unhealthy, discontented and miserable.

52. *Contentment.*

A. OUTLINE.

1. No one so happy as the contented man.
2. There are few persons who are really content.
3. The story of a king who was ill and whose doctors said that nothing could cure him but wearing the shirt of a contented man.
4. Contentment, the result of simple tastes.

B. ESSAY.

To be contented is to be happy, and the contented man is the happiest of men because he wants for nothing. He may be rich or he may be poor in the eyes of other people, but he is in any case rich in his own estimation as he has everything he needs or desires,—and who can want more?

Contentment is a great virtue and a very rare one, for it is man's nature to desire what he has not got, and to think little of what he *has* got. There is a story of a king who was ill and whose doctors said that nothing could cure him but wearing the shirt of a contented man. After a long search a contented man was at last found—but he had not got a shirt! Perhaps that is why he was contented, for he had nothing to lose, and being poor had no fear of poverty. He was not troubled with business worries, and had no anxiety lest he should sustain losses. The less he had to take care of, the less care had he, and being free from care he was happy, and being happy was content.

So that contentment does not arise from wealth, rank or power, but from the simple mind that is easily pleased with what it has got, and the simple tastes that are easily gratified, together with the habit of considering that whatever is, is best.

53. *Obedience.*

1. Without obedience there can be no order or progress.
2. Those only fit to command who know how to obey.
3. Obedience to parents and to teachers; to the laws of country and to those in authority.
4. Conclusion.

54. *Cleanliness.*

1. "Cleanliness is next to Godliness.
2. Cleanliness of person and clothes. How want of cleanliness injures the body.
3. Habits of cleanliness generally. A dirty man a source of danger to others.

55. *Honesty.*

1. "Honesty is the best policy."
2. Honesty for its own sake.
3. An honest man a happy man. [Why?]
4. Conclusion. We do not wish anybody to cheat us in any way, so we should not cheat others.

56. *Punctuality.*

1. The habit of punctuality.
2. Should be taught to children while at school.
3. An unpunctual man neither liked nor trusted.
4. Punctuality essential to success in life.

57. *Courage.*

1. One of the most admired and highly-rated virtues. Shakespeare places it among the 'King-becoming Graces.'
2. 'Coward' a term of great reproach.
3. Instances of heroic courage. Grace Darling, Cassa-bianca.
4. Two kinds of courage : (i) physical, (ii) moral.

58. *Duty.*

1. Duty is that which is *due* from us to others.
2. Some duties are pleasant, and some are unpleasant : greater credit in performing the latter. [Give instances.]
3. A schoolboy's chief duties : obedience to parents and teachers, hard work, truthfulness, punctuality, etc.

59. *Self-help.*

1. "Heaven helps those who help themselves."
2. The story of Mercury and the waggoner.
3. If we want things well done we must do them ourselves.

60. *Good Manners.*

1. Good manners the result of good nature, good training and good birth.
2. Good manners necessary for one's own sake and for that of others.
3. An ill-mannered person disliked by all.

61. *Friendship.*

1. The term often used loosely: we speak of friendship when we mean acquaintanceship.
2. "A friend in need is a friend indeed."
3. Care necessary in the choice of friends.

62. *Envy.*

1. A base and low feeling.
2. Must be got rid of the moment it takes hold of us.
3. Not only a vice in itself, but the father of other vices, particularly dishonesty.
4. Contentment the great foe of Envy.

63. *Charity.*

1. If not the greatest, one of the greatest of all the virtues.
2. One need not be rich to be charitable.
3. Dangers of indiscriminate (careless) charity. [Alms-giving to able-bodied street-beggars.]

64. *Mercy.*

1. "It blesseth him that gives, and him that takes."
2. Mercy must not be however allowed to degenerate into weakness: all punishment not cruel, all forgiving not merciful.
3. Mercy to animals.
4. Conclusion: "Blessed are the merciful for they shall obtain mercy."

65. *Perseverance.*

1. Perseverance never fails to bring success in the end.
2. "Little strokes fell great oaks." "Patience and perseverance will overcome mountains."
3. Historic instances of persevering men: Robert Bruce, etc.

66. *Thrift.*

1. The word thrift comes from the verb "to thrive." By thrift we thrive.
2. The thrifty man, the spendthrift, and the miser. The first one alone understands the true worth of money.
3. How to be thrifty. "Take care of the pennies, and the pounds will take care of themselves." "Waste not, want not."
4. Aids to thrift: savings-banks, etc.

67. *Discipline.*

1. Why is it necessary in school? [Picture a school where there is no discipline.]
2. Why is it indispensable in army and navy?
3. What did Dupleix notice about Indian sepoy?

68. *Industry.*

1. Progress impossible without industry.
2. It is observed that where nature is bountiful the people are not generally industrious.
3. The Dutch, Scotch, and some savage races.
4. Better than cleverness.

69. *Habit.*

1. Habit called second-nature.
2. How habits are formed.
3. How to shake off bad habits.
4. Nothing easier to form, nothing harder to break.
5. Acts make habits and habits make character.

Exercise 25.

Let Class write a short essay on :—

- | | | |
|-----------------|------------------|-------------------------|
| 1. Justice. | 2. Modesty. | 3. Cheerfulness. |
| 4. Selfishness. | 5. Truthfulness. | 6. Gratitude. |
| 7. Cowardice. | 8. Flattery. | 9. Kindness to Animals. |

MISCELLANEOUS SUBJECTS.

70. *Sugar.*

A. OUTLINE.

1. Obtained from the sugar-cane, the beetroot, etc.
2. The sugar-cane grows in most hot countries.
3. How sugar is prepared from the sugar-cane.
4. Sugar a very valuable food.
5. Uses: sweetmeats, preserves, etc.

B. ESSAY.

Sugar is found in a large number of vegetables and fruits, and is obtained from the maple, the beetroot and the sugar-cane. The last is the most important and commonest source.

The sugar-cane grows in most hot countries, especially in the West and East Indies, and South America. The cane itself varies in length from three or four to eight or nine feet, and has a number of rings or joints like the bamboo.

As soon as it is ripe and juicy it is cut down, the head is cut off, and after being chopped into short sticks it is crushed under heavy rollers to get out the juice. This runs into a vat, and is boiled. When it cools it forms crystals. Loaf-sugar is made by dissolving the crystals in lime-water and baking the liquid in moulds. The solid white mass is then cut up into little cubes or "lumps," known as lump-sugar or loaf-sugar.

Sugar is a very valuable food, making many other foods pleasant to the taste, which would otherwise be very disagreeable, and it is also most useful for the preserving of fruits, and the making of jam.

71. *Clothing.*

A. OUTLINE.

1. Man the only animal not provided by Nature with clothing.
2. Materials of which it is made: wool, cotton, flax, silk, fur.

3. Cotton clothes common in India, woollen clothes in England. [Why?]
4. The purpose served by it.
5. The more civilised and refined a nation is, the more beautiful and costly is its clothing.

B. ESSAY.

Man is the only animal not provided by nature with clothing, and so he is the only animal that makes clothes for himself.

We rob other animals for some of our clothing, and the rest we get from the vegetable world. From the sheep we get wool, from the ox leather, from the bear, fox, marten, beaver, and seal we get fur, and from the silk-worm we get silk. Cotton and flax we get from plants.

Of these, cotton and wool are the most important, and many hundreds of thousands of people are engaged in growing, cleaning, shipping and manufacturing them. Most of the wool comes from South Africa and Australia, the cotton from India, Egypt and America, the silk from China, and the fur from the Arctic regions of Russia and Canada.

In Europe most people wear woollen clothes, while in India cotton clothes are usual. In Russia, Siberia, and Canada people have to wear furs to protect them from the great cold. In most parts of the world people wear boots, shoes or sandals of leather.

Clothing serves the double purpose of keeping *in* the heat of the body in cold weather, and of keeping *out* the heat of the sun in hot weather. The more civilised and refined a nation is, the more beautiful and costly is its clothing.

72. *Salt.*

1. Sea-salt and rock-salt.
2. How the former is prepared from sea-water and the latter obtained from mines.
3. A necessity of life.

73. *Tea.*

1. The tea plant cultivated in China, India and Ceylon, specially on hilly tracts.
2. Varieties.
3. A favourite beverage : Chinese tea milder and of a more delicate flavour than Indian tea.
4. Dangers of abuse of tea.

74. *Milk.*

1. A perfect food in itself ; the only diet for infants.
2. It is food and drink in one.
3. Milk used by us chiefly provided by the cow, buffalo and goat. Milk of asses and camels also used.
4. From milk we get cream, curds, butter and cheese.
5. Dangers of using unboiled milk. [Why ?]
6. Condensed milk : of great use to travellers and those who cannot procure fresh milk.

75. *Silk.*

1. How obtained. The silk-worm. Where found.
2. Manufacture.
3. Uses.
4. Why it is preferred to cotton for clothing.

76. *Coins.*

1. What purpose do they serve ?
2. Of what metals are they generally made, and why ?
3. Why are they round and flat and milled at the edge ?
4. Why are ancient coins valued ?

77. *The Eye.*

1. Eye-sight the most valuable of the senses. The eye and the camera.
2. The care of the eyes. Glasses.
3. The optician. Blindness.

78. *The Memory.*

1. Value of a good memory.
2. How to cultivate it.
3. Education is not merely remembering.
4. Why is a school-boy who thinks, better off than another who only remembers?

79. *Uses of Forests.*

1. Forests and soil. Coal. Agriculture.
2. Forests and rainfall.
3. Timber. "Lumbering" in America. Uses of wood.
4. Forest countries.

80. *Canals.*

1. What they are.
2. Why they are made.
3. Why are they of special importance in a country like ours?
4. The Suez Canal. The Panama Canal.
5. Would a canal from Bombay to Madras be (a) possible, (b) useful?

81. *The Art of Printing.*

1. When and by whom invented?
2. How has it helped to civilise the world?
3. Is it put to any bad use in our own days?
4. What was done before it was invented?
5. Printing and education. Newspapers and books.

82. *Newspapers.*

1. Production.
2. What do we expect to get from a good newspaper?
3. The editors of newspapers should be educated, honest and open-minded.
4. The "fourth estate." The power of the Press.
5. Newspapers in India.

83. *Early Rising.*

1. Proverbs.
2. Why should we rise early? Health, work.
3. Are there any disadvantages of early rising?
4. Anecdote.

84. *There are two Sides to every Question.*

1. What does the proverb mean?
2. The story of "The Two Knights and the Shield."
3. Both *may* be right in any argument.
4. Hasty judgments.
5. Patience and fair-mindedness.

Exercise 26.

(i) *Let Class write an essay on : —*

- | | | |
|-------------|------------|---------------------|
| 1. Cotton. | 2. Coffee. | 3. Cocoa. |
| 4. Tobacco. | 5. Dress. | 6. The Five Senses. |
| 7. Cricket. | 8. Health. | 9. Games. |

(ii) *Let Class write an essay on :—*

- | | | |
|-----------------|---|---------------|
| 1. A good King. | 2. A good Citizen. | 3. A Museum. |
| 4. Exhibitions. | 5. Libraries. | 6. Hospitals. |
| 7. Tunnels. | 8. Modes of Lighting. | 9. Instinct. |
| 10. Blindness. | 11. The choice and proper use of Books. | |
| 12. Gambling. | 13. The advantages of Travel. | |
| 14. Blessings | 15. War. | 16. Ships. |
| of Peace. | | |

(iii) *Let Class write a short essay on :—*

1. Where there is a will there is a way.
2. Look before you leap.
3. Prevention is better than cure.
4. A man is known by the company he keeps.
5. It's never too late to mend.
6. Make hay while the sun shines.
7. Do as you would be done by.

CHAPTER VIII.

PARAPHRASING.

Simple oral exercises in paraphrasing should precede written exercises of a more difficult type. By making use of the blackboard, and by conversation and questioning, a good teacher will always impart a good deal of interest to what would otherwise prove a tedious and difficult exercise to beginners. The "dramatic" method should be followed as much as possible.

I. *Read carefully* the following lines :—

If all the year were playing holidays,
To sport would be as tedious as to work.

[As a rule it will be necessary to read over the passage set more than once, to find out the exact meaning. Do not be satisfied until you have got the drift and general purpose of the passage *as a whole*.]

II. Now try to *express in your own words the exact meaning of these lines*.

In doing so —

- (i) Use simple words and a plain, natural style.
- (ii) Do not leave out anything that is in the original.

[In paraphrasing, you are to give not merely the general sense of the passage set, but the meaning of every sentence and phrase in it.]

- (iii) Do not put in anything of your own.

III. *Revise* what you have written down.

(1) Your exercise is done badly --

- (a) If you have reproduced, with but slight changes, the words and constructions of the original, so that the language used is not your own.
- (b). If you have failed to grasp the meaning of the original.

(2) Your exercise is done well --

- (a) If it brings out the full meaning of the writer.
- (b) If it is readable and easily intelligible to any one who has not seen the original.

[Note. Exercise in paraphrasing is intended to test the pupil's ability (i) to understand the exact sense of a passage (either of prose or poetry) and (ii) to express it in clear and simple language. Though the language used must be different from that employed by the author, it is not necessary to change every word in the original. On the other hand it should be kept in mind that mere *word-substitution is not paraphrasing.*]

Exercise 27.

Give in your own words the full meaning of : --

1. The world is such a happy place
That children, whether big or small,
Should always have a smiling face,
And never, never sulk at all. .
2. Whenever a task is set to you,
Don't idly sit and view it ;
Don't be content to wish it done,
Begin at once and do it.
3. What if your lessons should be hard ?
You need not yield to sorrow,
For he who bravely works to-day,
His tasks seem light to-morrow.

4. When you've work to do, boys,
Do it with a will ;
They who reach the top, boys,
First must climb the hill.
5. Some have too much, yet still do crave ;
I little have, and seek no more.
They are but poor, though much they have,
And I am rich, with little store.
6. Don't kill the birds, the happy birds,
That cheer the field and grove.
Such harmless things to look upon,
They claim our warmest love.
7. Speak gently, kindly to the poor —
Let no harsh tone be heard ;
They have enough they *must* endure,
Without an unkind word.
8. 'Mid pleasures and palaces,
Though we may roam,
Be it ever so humble,
There's no place like home.
9. I'll not willingly offend,
Nor be easily offended ;
What's amiss I'll try to mend,
And endure what can't be mended.
10. O happy who thus liveth,
Not caring much for gold ;
With clothing, which sufficeth
To keep him from the cold :—
Though poor and plain his diet,
Yet merry it is and quiet.
11. Suppose your task, my little man,
Is very hard to get,
Will it make it any easier,
For you to sit and fret ?
And wouldn't it be wiser,
Than waiting like a dunce,
To go to work in earnest,
And learn the thing at once ?

12. ' Don't think there's always safety —
Where no danger shows ;
Don't suppose you know more
Than anybody knows ;
But when you're warned of danger
Stop upon the brink,
And don't go over headlong
Because you didn't think.
13. Suppose you are dressed for walking,
And the rain comes pouring down ;
Will it clear off any sooner,
Because you scold and frown ?
And wouldn't it be nicer
For you to smile than pout,
And so make sunshine in the house,
When there is none without ?
14. Little lamb, who made thee ?
Dost thou know who made thee ?
Gave thee life, and bid thee feed,
By the stream and o'er the mead ;
Gave thee clothing of delight,
Softest clothing, woolly, bright ;
Gave thee such a tender voice,
Making all the vales rejoice ?
Little lamb, who made thee ?
Dost thou know who made thee ?
15. Work while you work,
Play while you play,
That is the way
To be happy and gay.
Whatever you do,
Do with your might,
Things done by halves,
Are never done right.
One thing at a time,
And that done well,
Is the best of all rules,
As many can tell.
Moments are useless
When trifled away ;
So work while you work,
And play while you play.

Exercise 28.

Explain fully, using as far as possible your own words and constructions :—

1. Dare to be true ; nothing can need a lie ;
A fault which needs it most grows two thereby.
2. Suspicion always haunts the guilty mind :
The thief doth fear each bush an officer.
3. Be good, sweet maid, and let who will be clever ;
Do noble things, not dream them, all day long.
4. My heart has learnt to glow,
For others' good, and melt at others' woe.
5. Patience and time
Bring us all opportunities : we need
But watch and wait.
6. Let thy secret, unseen acts
Be such as if the men thou prizest most
Were witnesses around thee.
7. He that is down, needs fear no fall,
He that is low, no pride :
He that is humble, ever shall
Have God to be his guide.
8. Let us, then, be up and doing,
With a heart for any fate ;
Still achieving, still pursuing,
Learn to labour, and to wait.
9. Little by little the bee to her cell
Brings the sweet honey, and garners it well ;
Little by little the ant layeth by,
From the summer's abundance, the winter's supply.
10. Turn, turn thy hasty foot aside,
Nor crush that helpless worm ;
The frame thy scornful thoughts deride,
From God received its form.
11. Courage, brother ! do not stumble,
Tho' thy path be dark as night ;
There's a star to guide the humble,
Trust in God, and do the right.

12. We must do the thing we *must*
Before the thing we *may*;
We are unfit for any trust
Till we can and do obey.
13. Do the work that's nearest,
Though it's dull at whiles,
Helping, when we meet them,
Lame dogs over stiles.
14. There many a long, low grave I view'd
Where toil and want in quiet lie;
And costly slabs amongst them stood
That bore the names of rich and high.
15. The heights by great men reached and kept
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.
16. I would not enter on my list of friends
(Though graced with polish'd manners and fine sense,
Yet wanting sensibility) the man
Who needlessly sets foot upon a worm.
17. He prayeth best, who loveth best
All things both great and small:
For the dear God who loveth us,
He made and loveth all.
18. To every man upon this earth
Death cometh soon or late,
And how can man die better
Than facing fearful odds,
For the ashes of his fathers
And the temples of his gods?
19. I laugh not at another's loss;
I grudge not at another's gain;
No worldly waves my mind can toss;
My state at one doth still remain:
I fear no foe, I fawn no friend;
I loathe not life, nor dread my end.

20. Far in a wild, unknown to public view,
From youth to age a reverend Hermit grew;
The moss his bed, the cave his humble cell,
His food the fruits, his drink the crystal well;
Remote from men, with God he passed the days.
Prayer all his business, all his pleasure praise.

21. There's hardly anything so small,
So trifling, or so mean,
That we may never want at all,
For service unforeseen:
And those who venture wilful waste,
May woful want expect to taste.

22. Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.

Little deeds of kindness
Little words of love,
Make this earth an Eden,
Like the heaven above.

23. The work that should to-day be wrought
Defer not till to-morrow;
The help that should within be sought
Scorn from without to borrow.
Old maxims these—yet stout and true—
They speak in trumpet tone,
To do at once what is to do,
And trust ourselves alone.

24. Then none was for a party;
Then all were for the state;
Then the great man helped the poor,
And the poor man loved the great;
Then lands were fairly portioned;
Then spoils were fairly sold:
The Romans were like brothers
In the brave days of old.

Exercise 29.

Write a simple prose version of the following :

1. Under a spreading chestnut-tree
The village smithy stands,
The smith, a mighty man is he,
With large and sinewy hands ;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan ;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face
For he owes not any man.
2. It was a summer evening :
Old Kaspar's work was done ;
And he before his cottage door,
Was sitting in the sun ;
And by him sported on the green
His little grandchild Wilhelmine.

She saw her brother Peterkin
Roll something large and round,
That he beside the rivulet,
In playing there, had found ;
She ran to ask what he had found,
That was so large, and smooth, and round.

Old Kaspar took it from the boy,
Who stood expectant by ;
And then the old man shook his head,
And with a natural sigh,
" 'Tis some poor fellow's skull," said he,
" Who fell in the great victory."
3. The boy stood on the burning deck,
Whence all but he had fled ;
The flame that lit the battle's wreck,
Shone round him o'er the dead.
Yet beautiful and bright he stood,
As born to rule the storm ;
A creature of heroic blood,
A proud, though childlike, form

The flames rolled on he would not go
 Without his father's word ;
 That father, faint in death below.
 His voice no longer heard.
 He called aloud : " Say, father, say
 If yet my task is done ! "
 He knew not that the chieftain lay
 Unconscious of his son.

4. Camel, thou art good and mild,
 Docile as a little child ;
 Thou wast made for usefulness,
 Man to comfort, and to bless ;
 Thou dost clothe him, thou dost feed ;
 Thou dost lend to him thy speed ;
 And through wilds of trackless sand,
 In the hot Arabian land,
 Where no rock its shadows throws,
 Where no cooling water flows ;
 Where the hot air is not stirred
 By the wing of singing bird ; —
There thou goest, untired and meek,
 Day by day, and week by week.
5. One day, Haroun Al Raschid read
 A book wherein the poet said : —
 ' Where are the kings, and where the rest
 Of those who once the world possessed ?
 ' They're gone with all their pomp and show,
 They're gone the way that thou shalt go.
 ' O thou who choosest for thy share
 The world, and what the world calls fair,
 ' Take all that it can give or lend,
 ' But know that death is at the end ! '
 Haroun Al Raschid bowed his head :
 Tears fell upon the page he read.
6. In silent horror, o'er the boundless waste,
 The driver Hassan with his camels past ;
 One cruse of water on his back he bore,
 And his light scrip contained a scanty store ;
 A fan of painted feathers in his hand,
 To guard his shaded face from scorching sand.

The sultry sun had gained the middle sky,
 And not a tree and not an herb was nigh ;
 The beasts with pain their dusty way pursue,
 Shrill roared the winds, and dreary was the view !
 With desperate sorrow wild, the affrighted man
 Thrice sighed, thrice struck his breast, and thus began :
 'Sad was the hour, and luckless was the day,'
 When first from Schiraz' walls I bent my way !

7. One day the King of Atri, a small town
 Of ancient Roman date, but scant renown,
 Had a great bell hung in the market-place
 Beneath a roof, projecting some small place,
 By way of shelter from the sun and rain.
 Then rode he through the streets with all his train,
 And with the blast of trumpets loud and long,
 Made proclamation, that whenever wrong
 Was done to any man, he should but ring
 The great bell in the square, and he, the King,
 Would cause the Syndic to decide thereon.
 Such was the proclamation of King John.
8. Our bugle sang truce — for the night-cloud had lowered,
 And the sentinel stars set their watch in the sky ;
 And thousands had sunk on the ground overpowered —
 The weary to sleep, and the wounded to die.
 When reposing that night on my pallet of straw,
 By the wolf-scaring faggot that guarded the slain,
 At the dead of the night a sweet vision I saw,
 And thrice ere the morning I dreamt it again.
 Methought, from the battle-field's dreadful array,
 Far, far I had roamed on a desolate track ;
 'Twas autumn — and sunshine arose on the way
 To the home of my fathers, that welcomed me back.
9. Not a drum was heard, not a funeral note,
 As his corpse to the ramparts we hurried :
 Not a soldier discharged his farewell shot
 O'er the grave where our hero we buried.
 We buried him darkly at dead of night,
 The sods with our bayonets turning,
 By the struggling moonbeam's misty light
 And the lantern dimly burning.

No useless coffin enclosed his breast,
Not in sheet nor in shroud we wound him ;
But he lay like a warrior taking his rest
With his martial cloak around him.

Exercise 30.

Paraphrase in plain language:

1. The evil that men do lives after them ;
The good is oft interred with their bones.
2. Hope told a flattering tale,
That Joy would soon return.
3. Of all the griefs that harass the distrest,
Sure the most bitter is a scornful jest.
4. His heart was one of those which most enamour us,
Wax to receive, and marble to retain.
5. Absence of occupation is not rest,
A mind quite vacant is a mind distress'd.
6. Look round the habitable world, how few
Know their own good, or, knowing it, pursue !
7. Honour and shame from no condition rise ;
Act well your part, there all the honour lies.
8. Oft expectation fails, and most oft there
Where most it promises.
9. Here rests his head upon the lap of Earth
A youth to Fortune and to Fame unknown.
10. It is excellent
To have a giant's strength ; but it is tyrannous
To use it like a giant.
11. Weariness
Can snore upon the flint, when resty Sloth
Finds the down pillow hard.
12. At school I knew him — a sharp-witted youth,
Grave, thoughtful, and reserved amongst his mates,
Turning the hours of sport and food to labour,
Starving his body to inform his mind.

13. Not enjoyment, and not sorrow,
Is our destined end or way;
But to act that each to-morrow
Find us farther than to-day.
14. There is no flock, however watched and tended,
But one dead lamb is there!
There is no fireside, howsoe'r tended,
But has one vacant chair!
15. Happy the man whose wish and care
A few paternal acres bound,
Content to breathe his native air
In his own ground.
16. How happy is he born and taught
That serveth not another's will;
Whose armour is his honest thought,
And simple truth his utmost skill.
17. In works of labour or of skill,
I would be busy too;
For Satan finds some mischief still
For idle hands to do.
18. My wishes are but few,
All easy to fulfil:
I make the limits of my power
The bounds unto my will.
19. The rose of health was on his cheek,
His forehead fair as day;
Hope played within his hazel eye,
And told his heart was gay.
20. The sailor sighs, as sinks his native shore,
As all its lessening turrets bluely fade;
He climbs the mast to feast his eyes once more,
And busy Fancy fondly lends her aid.
21. That place, that does contain
My books, the best companions, is to me
A glorious court, where hourly I converse
With the old sages and philosophers.

22. It seems the part of wisdom, and no sin
Against the law of love, to measure lots
With less distinguished than ourselves, that thus
We may with patience bear our moderate ills,
And sympathise with others suffering more.
23. Who is the honest man?
He that doth still, and strongly good pursue;
To God, his neighbour, and himself most true:
Whom neither force nor fawning can
Unpin, or wrench from giving all their due.
24. This only grant me, that my means may lie
Too low for envy, for contempt too high.
Some honour I would have,
Not from great deeds, but good alone;
Th' unknown are better than ill-known.
25. Cowards die many times before their deaths;
The valiant never taste of death but once.
Of all the wonders that I yet have heard,
It seems to me most strange that man should fear
Seeing that death, a necessary end
Will come when it will come.
26. The fairest action of our human life
Is scorning to revenge an injury;
For who forgives without a further strife,
His adversary's heart to him doth tie,
And 'tis a firmer conquest truly said
To win the heart, than overthrow the head.
27. Breathes there the man with soul so dead,
Who never to himself hath said,
This is my own, my native land!
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned
From wandering on a foreign strand!
28. Higher, higher will we climb,
Up the mount of glory,
That our names may live through time
In our country's story:
Happy, when her welfare calls,
He who conquers, he who falls.

29. Shun delays, they breed remorse :
Take thy time, while time is lent thee ;
Creeping snails have weakest force ;
Fly their fault, lest thou repent thee ;
Good is best when sooner wrought,
Ling'ring labours come to nought.
30. Obscurest night involved the sky,
The Atlantic billows roared,
When such a destined wretch as I,
Washed headlong from on board,
Of friends, of hope, of all bereft,
His floating home for ever left.
31. O Man, forgive thy mortal foe,
Nor ever strike him blow for blow ;
For all the souls on earth that live
To be forgiven must forgive.
Forgive him seventy times and seven ;
For all the blessed souls in Heaven
Are both forgivers and forgiven.
32. Beware of too sublime a sense
Of your own worth and consequence !
The man who dreams himself so great,
And his importance of such weight,
That all around, in all that's done,
Must move and act for him alone,
Will learn in school of tribulation,
The folly of his expectation.
33. I would not from the wise require
The lumber of their learned lore ;
Nor would I from the rich desire
A single counter of their store.
For I have ease, and I have health,
And I have spirits, light as air ;
And more than wisdom, more than wealth, —
A merry heart, that laughs at care.
34. They are slaves who fear to speak
For the fallen and the weak ;
They are slaves who will not choose
Hatred, scoffing, and abuse,
Rather than in silence shrink.
From the truth they needs must think ;
They are slaves who dare not be
In the right with two or three.

35. In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle !
Be a hero in the strife !
Trust no Future, howe'er pleasant !
Let the dead Past bury its dead :
Act—act in the living Present !
Heart within, and God o'erhead !
36. Some murmur when their sky is clear
And wholly bright to view,
If one small speck of dark appear
In their great heaven of blue :
And some with thankful love are filled,
If but one streak of light,
One ray of God's good mercy, gild
The darkness of their night.
37. I am monarch of all I survey ;
My right there is none to dispute ;
From the centre all around to the sea
I am lord of the fowl and the brute.
O Solitude ! where are the charms
That sages have seen in thy face ?
Better dwell in the midst of alarms
Then reign in this horrible place.
38. As some lone miser, visiting his store,
Bends at his treasure, counts, recounts it o'er —
Hoards after hoards his rising raptures fill,
Yet still he sighs, for hoards are wanting still —
Thus to my breast alternate passions rise,
Pleased with each good that heaven to man supplies ;
Yet oft a sigh prevails, and sorrows fall,
To see the hoard of human bliss so small.
39. Child of the Town ! for thee, alas !
Glad Nature spreads nor flowers nor grass ;
Birds build no nests, nor in the sun
Glad streams come singing as they run :
No roses, twin-born on the stalk,
Perfume thee in thy evening walk ;
No voice of birds, — but to thee comes
The mingled din of cars and drums,
And startling cries, such as are rife
When wine and wassail waken strife.

40. My days among the dead are pass'd ;
 Around me I behold,
Where'er these casual eyes are cast,
 The mighty minds of old :
My never-failing friends are they,
With whom I converse day by day.

My thoughts are with the dead : with them
 I live in long-past years ;
Their virtues love, their faults condemn,
 Partake their hopes and fears,
And from their lessons seek and find
Instruction with a humble mind.

41. They give
New views to life, and teach us how to live ;
They soothe the grieved, the stubborn they chastise,
Fools they admonish, and confirm the wise :
Their aid they yield to all : they never shun
The man of sorrow, nor the wretch undone :
Unlike the hard, the selfish and the proud,
They fly not sullen from the suppliant crowd ;
Nor tell to various people various things,
But show to subjects what they show to kings.

42. I saw an aged Beggar in my walk ;
And he was seated, by the highway side,
On a low structure of rude masonry
Built at the foot of a huge hill, that they
Who lead their horses down the steep rough road
May thence remount at ease. The aged Man
Had placed his staff across the broad smooth stone
That overlays the pile ; and, from a bag
All white with flour, the dole of village dames,
He drew his scraps and fragments, one by one ;
And scanned them with a fixed and serious look
Of idle computation. In the sun,
Upon the second step of that small pile,
Surrounded by those wild unpeopled hills,
He sat, and ate his food in solitude :

* Books.

And ever, scattered from his palsied hand,
That, still attempting to prevent the waste,
Was baffled still, the crumbs in little showers
Fell on the ground ; and the small mountain birds,
Not venturing yet to peck their destined meal,
Approached within the length of half his staff.

Exercise 31.

Re-write in your own words in clear and simple language the full meaning of the following :—

1. One day Bassanio came to Antonio, and told him that he wished to repair his fortune by a wealthy marriage with a lady whom he dearly loved, whose father, that was lately dead, had left her sole heiress to a large estate ; and that in her father's lifetime he used to visit at her house, when he thought he had observed this lady had sometimes from her eyes sent speechless messages, that seemed to say he would be no unwelcome suitor ; but not having money to furnish himself with an appearance befitting the lover of so rich an heiress, he besought Antonio to add to the many favours he had shown him, by lending him three thousand ducats.

2. Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of all civil countries, in a thousand years, have set in best order the results of their learning and wisdom. The men themselves were hid and inaccessible, solitary, impatient of interruption, fenced by etiquette ; but the thought which they did not uncover to their bosom friend is here written out in transparent words to us, the strangers of another age.

3. We are all short sighted, and very often see but one side of a matter ; our views are not extended to all that has a connection with it. From this defect I think no man is free. We see but in part, and we know but in part, and therefore it is no wonder we conclude not right from our partial views. This might instruct the proudest esteemer of his own parts how useful it is to talk and consult with others, even such as come short of him in capacity, quickness, and penetration.

4. Jeer not others upon any occasion. If they be foolish, God hath denied them understanding ; if they be vicious, you ought to pity, not revile them ; if deformed, God framed their bodies, and will you scorn

his workmanship? Are you wiser than your Creator? If poor, poverty was designed for a motive to charity, not to contempt; you cannot see what riches they have within. Especially despise not your aged parents, if they be come to their second childhood, and be not so wise as formerly; they are yet your parents—your duty is not diminished.

5. Man is subject to innumerable pains and sorrows by the very condition of humanity, and yet, as if nature had not sown evils enough in life, we are continually adding grief to grief, and aggravating the common calamity by our cruel treatment of one another. Every man's natural weight of affliction is still made more heavy by the envy, malice, treachery, or injustice of his neighbour. At the same time the storms beat upon the whole species, we are falling foul upon one another. Half the misery of human life might be extinguished, would men alleviate the general curse they lie under, by mutual offices of compassion, benevolence, and humanity. There is nothing therefore which we ought more to encourage in ourselves and others, than that disposition of mind which in our language goes under the title of good nature.

6. There are two faults in conversation, which appear very different, yet arise from the same root, and are equally blameable; I mean an impatience to interrupt others; and the uneasiness of being interrupted ourselves. The two chief ends of conversation are to entertain and improve those we are among, or to receive those benefits ourselves; which whoever will consider, cannot easily run into either of these two errors; because, when any man speaks in company, it is to be supposed he does it for his hearers' sake, and not his own; so that common discretion will teach us not to force their attention if they are not willing to lend it; nor, on the other side, to interrupt him who is in possession, because that is in the grossest manner to give the preference to our own good sense.

There are some people, whose good manners will not suffer them to interrupt you, but, what is almost as bad, will discover abundance of impatience, and lie upon the watch until you have done, because they have started something in their own thoughts, which they long to be delivered of. Meantime, they are so far from regarding what passes, that their imaginations are wholly turned upon what they have in reserve, for fear it should slip out of their memory.

7. Charity is a universal duty, which it is in every man's power sometimes to practise; since every degree of assistance given to another, upon proper motives, is an act of charity; and there is scarcely any man in such a state of imbecility, as that he may not, on some occasions, benefit his neighbour. He that cannot relieve the poor,

may instruct the ignorant; and he that cannot attend the sick, may reclaim the vicious. He that can give little assistance himself, may yet perform the duty of charity, by inflaming the ardour of others, and recommending the petitions which he cannot grant, to those who have more to bestow. The widow that shall give her mite to the treasury, the poor man who shall bring to the thirsty a cup of cold water, shall not lose their reward.

8. The examples of great persons take away the shame of anything which they are observed to practise, though never so foul and shameful in itself. Every such person stamps a kind of authority upon what he does; and the examples of superiors (and much more of sovereigns) are both a rule and an encouragement to their inferiors. The action is seldom abhorred, where the agent is admired; and the filth of one is hardly taken notice of, where lustre of the other dazzles the beholder. Nothing is or can be more contagious, than an ill action set off with a great example; for it is natural for man to imitate those above them, and to endeavour to resemble, at least, that which they cannot be. And therefore, whatsoever they see such *grande*es do, quickly becomes current and creditable.

9. The proverbial oracles of our parsimonious ancestors have informed us that the fatal waste of fortune is by small expenses, by the profusion of sums too little singly to alarm our caution, and which we never suffer ourselves to consider together. Of the same kind is prodigality of life; he that hopes to look back hereafter with satisfaction upon past years must learn to know the present value of single minutes, and endeavour to let no particle of time fall useless to the ground. An Italian philosopher expressed in his motto that time was his estate; an estate, indeed, that will produce nothing without cultivation, but will always abundantly repay the labours of industry, and satisfy the most extensive desires, if no part of it be suffered to lie waste by negligence, to be overrun by noxious plants, or laid out for show rather than for use.

10. Never speak anything for a truth which you know or believe to be false. Lying is a great sin against God, who gave us a tongue to speak the truth, and not falsehood. It is a great offence against humanity itself; for, where there is no regard to truth, there can be no safe society between man and man. And it is an injury to the speaker; for, besides the disgrace which it brings upon him, it occasions so much baseness of mind, that he can scarcely tell truth, or avoid lying, even when he has no colour of necessity for it; and, in time, he comes to such a pass, that as other people cannot believe he speaks truth, so he himself scarcely knows when he tells a falsehood.

11. I compare the troubles which we have to undergo in the course of the year, to a great bundle of faggots, far too large for us to lift. But God does not require us to carry the whole at once; He mercifully unties the bundle, and gives us first one stick, which we are to carry to-day, and then another, which we are to carry to-morrow; and so on. This we might easily manage, if we would only take the burden appointed for us each day; but we choose to increase our troubles by carrying yesterday's stick over again to-day, and adding to-morrow's burden to our load, before we are required to bear it.

12. Perseverance is the very hinge of all virtues. On looking over the world, the cause of nine-tenths of the lamentable failures which occur in men's undertakings, and darken and degrade so much of their history, lies not in the want of talents, or the will to use them, but in the vacillating and desultory mode of using them, in flying from object to object, in starting away at each little disgust, and thus applying the force which might conquer any one difficulty to a series of difficulties, so large that no human force can conquer them. The smallest brook on earth, by continuing to run, has hollowed out for itself a considerable valley to flow in. Commend me therefore to the virtue of perseverance. Without it all the rest are little better than fairy gold, which glitters in your purse, but when taken to market proves to be slate or cinders.

Exercise 32.

Paraphrase (in such a way as to explain clearly the ideas expressed in the original):—

1. Uneasy lies the head that wears a crown.
2. Every man is the architect of his own fortune.
3. Slow rises worth by poverty depress'd.
4. Coming events cast their shadows before.
5. How far that little candle throws his beams!
So shines a good deed in a naughty world.
6. Ill habits gather by unseen degrees,
As brooks make rivers, rivers run to seas.
7. 'Tis distance lends enchantment to the view,
And robes the mountain in its azure hue.
8. When sorrows come, they come not single spies
But in battalions.
9. 'Tis with our judgments as our watches, none
Go just alike, yet each believes his own.

10. What stronger breastplate than a heart untainted!
Thrice is he armed that hath his quarrel just,
And he but naked, though locked up in steel,
Whose conscience with injustice is corrupted.
11. Full many a gem of purest ray serene
The dark unfathomed caves of ocean bear;
Full many a flower is born to blush unseen
And waste its sweetness on the desert air.
12. Lives of great men all remind us
We can make our lives sublime,
And, departing, leave behind us,
Footprints on the sands of time;

Footprints, that perhaps another,
Sailing o'er life's solemn main,
A forlorn and shipwreck'd brother,
Seeing, shall take heart again.

Exercise 33.

1. "You are old, Father William," the young man cried,
"The few locks which are left you are grey;
You are hale, Father William, a hearty old man
Now tell me the reason, I pray."

"In the days of my youth," Father William replied,
"I remember'd that youth would fly fast,
And abused not my health and my vigour at first,
That I never might need them at last."

Put the above in simple prose, using the "indirect" form.

2. We met a young barefooted child,
And she begged loud and bold;
I asked her what she did abroad
When the wind it blew so cold.

She said her father was at home,
And he lay sick in bed;
And therefore was it she was sent
Abroad to beg for bread.

Paraphrase, using the "direct" form of narration.

3. John Gilpin was a citizen
Of credit and renown,
A train-band captain eke was he
Of famous London town.
- John Gilpin's spouse said to her dear :
" Though wedded we have been
These twice ten tedious years, yet we
No holiday have seen.
- " To-morrow is our wedding-day,
And we will then repair
Unto the Bell at Edmonton,
All in a chaise and pair.
- " My sister and my sister's child,
Myself and children three
Will fill the chaise, so you must ride
On horseback after me."
- He soon replied, " I do admire
Of womankind but one ;
And you are she, my dearest dear,
Therefore it shall be done."

Re-write the above in your own words, using the " indirect " form of narration.

4. A chieftain to the Highlands bound'
Cries ' Boatman, do not tarry !
And I'll give thee a silver pound
To row us o'er the ferry,'
- ' Now who be ye would cross Lochgyle,
This dark and stormy water ? '
- ' O, I'm the chief of Ulva's isle,
And this Lord Ullin's daughter.
- ' And fast before her father's men
Three days we've fled together,
For, should he find us in the glen,
My blood would stain the heather.

' His horsemen hard behind us ride ,
Should they our steps discover,
Then who will cheer my bonny bride
When they have slain her lover ? '

Outspoke the hardy Highland wight,
' I'll go, my chief ! I'm ready ;
It is not for your silver bright
But for your winsome lady.

' And, by my word ! the bonny bird
In danger shall not tarry ;
So, though the waves are raging white
I'll row you o'er the ferry.'

Write in plain prose the dialogue between the chieftain and the boatman.

5. If you find your task is hard,
Try again ;
Time will bring you your reward,
Try again ;
All that other folk can do,
Why, with patience, may not you ?
Only keep this rule in view,
Try again.

Express the idea of the above lines in one sentence.

6. Do not, then, stand idly waiting
For some greater work to do ;
Fortune is a lazy goddess,
She will never come to you ;
Go and toil in any vineyard,
, Do not fear to do and dare ;
If you want a field of labour,
You can find it anywhere.

Express in plain language the idea of the above lines.

7. Drive the nail aright, boys ;
Hit it on the head ;
Strike with all your might, boys,
While the iron's red.

When you've work to do, boys,
 Do it with a will;
 They who reach the top, boys,
 First must climb the hill.

Standing at the foot, boys,
 Looking at the sky,
 How can you get up, boys,
 If you never try?

Though you stumble oft, boys,
 Never be downcast;
 Try, and try again, boys
 You will win at last.

Write down in your own words the advice given in the above stanzas.

8. In the sweet shire of Cardigan,
 Not far from pleasant Ivor Hall,
 An old man dwells, a little man,
 'Tis said he once was tall.
 Full five-and-thirty years he lived
 A running huntsman merry;
 And still the centre of his cheek
 Is red as a ripe cherry.

.

One summer-day I chanced to see
 This old Man doing all he could
 To unearth the root of an old tree,
 A stump of rotten wood.
 The mattock totter'd in his hand;
 So vain was his endeavour
 That at the root of the old tree
 He might have work'd for ever.

'You're overtask'd, good Simon Lee,
 Give me your tool,' to him I said;
 And at the word right gladly he
 Received my proffer'd aid.
 I struck, and with a single blow
 The tangled root I sever'd,
 At which the poor old man so long
 And vainly had endeavour'd.

The tears into his eyes were brought,
And thanks and praises seemed to run
So fast out of his heart, I thought
They never would have done.
- I've heard of hearts unkind, kind deed
With coldness still returning;
Alas! the gratitude of men
Hath oftener left me mourning.

Write in your own words the incident referred to in the above lines.

9. O say what is that thing called Light
Which I must ne'er enjoy;
What are the blessings of the Sight?
O tell your poor blind boy!

You talk of wondrous things you see;
You say the sun shines bright;
I feel him warm, but how can he
Or make it day or night?

My day or night myself I make,
Whene'er I sleep or play;
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe:
But, sure, with patience I may bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy:
Whilst thus I sing, I am a King,
Although a poor blind boy!

Express in your own words the thoughts of "The Blind Boy."

10. A perilous life, and sad as life may be,
 Hath the lone fisher, on the lonely sea,
 O'er the wild waters labouring far from home,
 For some bleak pittance e'er compelled to roam :
 Few hearts to cheer him through his dangerous life,
 And none to aid him in the stormy strife :
 Companion of the sea and silent air,
 The lonely fisher thus must ever fare :
 Without the comfort, hope, — with scarce a friend,
 He looks through life and only sees its end !

Tell something about the fisherman's life.

11. There is a pleasant fable in old books,
 Ye take a stick, and break it ; bind a score
 All in one faggot, snap it over knee,
 Ye cannot.

Write the fable referred to in the above lines or write an essay on
 "Union is Strength."

12. There was a boy named Grumble Tone,
 Who ran away to sea,
 "I'm sick of things on land," he said,
 "As sick as I can be ;
 A life upon the bounding wave
 Will suit a lad like me."

The seething ocean billows failed
 To stimulate his mirth,
 For he didn't like the vessel,
 Or the dizzy rolling berth ;
 And he thought the sea was almost
 As unpleasant as the earth.

Write an essay upon "The Discontented Boy," enlarging upon the
 idea expressed in the above lines.

13. Here hath been dawning
 Another blue day ;
 Think, wilt thou let it
 Slip useless away ?

Write an essay on "The Value of Time."

14. No flocks that range the valley free .
 To slaughter I condemn;
 Taught by that Power that pities me,
 I learn to pity them.

Write an essay on the idea embodied in the above lines.

Printed and published by K. & J. M. Cooper
at THE ATHENÆUM PRESS,
70, Proctor Street, Grant Road, Bombay.

CONNEMARA PUBLIC LIBRARY